

2016 Supplement
to the
Arkansas Department of Education
Equitable Access to Effective Educators Plan



Table of Contents

Key Terms and Definitions

Section 1: Introduction

Section 2: Stakeholder Engagement

Section 3: Plan for Eliminating Equity Gaps

Section 3A: Rationale

Section 3B: Equity Gap Exploration and Data Analysis

Section 3D: Strategies for Eliminating Equity Gaps

Strategies Addressing Barriers to Attracting Teachers to High Poverty and High Minority Schools (Strand “A”)

A.1 Educator Shortage Predictor Model

A.2 Grow-Your-Own Systems

A.2.1 Arkansas Teacher Cadets Program

A.2.2 “Become a Teacher” Regional Events

A.2.3 Certified Teacher Assistant Pathway

A.2.4 Teach Arkansas – Teach Again!

A.2.5 eSTEM Residency Program

A.2.6 Residency Programs for Paraprofessionals

A.3 Awareness and Communication of Existing Recruitment Incentives

Strategies Addressing the Misalignment of Educator Preparation and Pathways with the Needs of High Poverty and High Minority Schools (Strand “P”)

P.1 Educator Preparation Targeted Professional Credentials (new)

P.2 Educator Preparation Program Accountability (new)

P.3 Special Education Shortage Area (new)

P.3.1 Master of Arts (MAT) in Special Education

P.3.2 Special Education Resource Licensure Area

P.3 Adoption of the 2016 Professional Standards for Educational Leadership (PSEL) (new)

Strategies Addressing Developing Leadership Capacity and Supporting and Retaining effective Teachers and Leaders in High Poverty and High Minority Schools (Strand “DSR”)

DSR.1 Building Leadership Capacity

DSR.1.2 School Team Leadership Institute

DSR.1.4 Leadership Quest (new)

DSR.2 Teacher and Leader Evaluation and Support

DSR.3 T.E.S.S. and BloomBoard Support

Tables and Figures

Figure 3A.1 Theory of Action for Eliminating Equity Gaps (Updated)

Table 3B.2 Demographic, poverty, and minority data for Arkansas schools (updated)

Table 3B.3 Poverty and Minority definitions and parameters (2015-2016)

Figure 3B.3.a High Poverty Schools 2015-2016

Figure 3B.3.b High Minority Schools 2015-2016

Figure 3B.3.c High Poverty and High Minority Schools 2015-2016

Table 3B.5 Identified Equity Gaps (2015-2016)

Table 3B.6 Figures reflecting the data in Table 3B.5

Table 3B.7 Three-Year Averages of Data Comparisons

Table 3B.8 All Teacher Attrition

Table 3B.9 Beginning Administrators

Table 3D.1 Educator Shortage Predictor Model Workforce Data

Figure A.2.1.a High Poverty Schools 2015-2016 and Districts with Teacher Cadet Programs 2016-2017

Figure A.2.1.b High Minority Schools 2015-2016 and Districts with Teacher Cadet Programs 2016-2017

Figure A.2.1.c High Poverty and High Minority Schools 2015-2016 and Districts with Teacher Cadet Programs 2016-2017

Fig. DSR.1.2 School Team Leadership: Teacher Self-Efficacy

Appendices

Appendix A – Stakeholder Engagement:

Appendix A-1 Educator Shortage Area Predictor Model Meetings

Appendix A-2 Equitable Access Updates

Appendix B – Proposed Timeline for 2015 PESL Implementation

Appendix C – School Team Leadership Institute Survey Results

Appendix D – ADE Vision for Excellence in Education

Key Terms and Definitions

Key Term	Definition
Effective School Leader (proposed definition)	<p>An instructional leader with strong ethics and an unyielding commitment to students, who:</p> <ol style="list-style-type: none"> 1. through experience and training, expertly facilitates ongoing school improvement efforts; 2. exhibits a deep commitment to the education system by collaborating with community members, mobilizing community resources and responding to diverse community and cultural interests and needs 3. advocates, nurtures, and sustains a safe and secure environment for staff and students and an instructional program, which are conducive to student learning and supportive of teacher personal and professional growth; and 4. demonstrates excellence in the area of educational leadership as measured by performance ratings.
Effective Teacher (proposed definition)	<p>An educator with strong ethics and an unyielding commitment to students, who:</p> <ol style="list-style-type: none"> 1. through experience, preparation and support constantly improves his or her practice, seeking out opportunities for continuous growth; and 2. through a deep commitment to student learning, motivates student to learn, brings about the learning progress needed to close achievement gaps among students of all cultures, socioeconomic levels, and learning abilities, and cultivates higher-order thinking skills; and 3. demonstrates expertise in his or her field as measured by performance ratings
Ineffective Teacher (proposed definition – required by ESSA)	<p>An experienced educator (one who has completed at least three (3) years of teaching), who:</p> <ol style="list-style-type: none"> 1. is not continuously improving professional practice; 2. has not demonstrated commitment to students, the school, and the profession as evidenced by low professional practice ratings on local evaluations; 3. fails to demonstrate growth or progress in professional practice after receiving targeted feedback and support; and 4. does not advance student growth or progress as demonstrated on local and state measures
Inexperienced Teacher (change from current plan)	A teacher with less than three (3) years of teaching experience in a classroom
Low-Income Student	A student who is eligible for Free/Reduced Price Lunch
Minority Student	A student whose race is identified as Non-white (American Indian/Alaskan Native, Asian, Black, Native Hawaiian/Pacific Islander, Hispanic, Two or more races)
Non-low-income Student	A student who is not eligible for Free/Reduced Price Lunch
Non-minority Student	A student whose race is identified as White
Teacher Attrition Rate	The number and percentage of teachers who taught in a school the previous year but are not teaching in that school during the current school year
Title I School	A school that receive funds under ESEA Title I, Part A
Unlicensed Teacher (Replacing definition of Unqualified teacher used in the 2015 plan)	A person teaching a class under a licensure exception (AWL - Act 1240 of 2015 Waiver, CWL - Charter School Waiver, SOI - Sch. of Innovation Waiver); not to include a teacher on an Additional Licensure Plan (ALP) or a Long-term Substitute Teacher

Out-of-field Teacher	A teacher who is teaching out of license area while on an Additional Licensure Plan (ALP)
Occurrence Rate of Inexperienced Teachers (*referred to as Turnover in the 2013 Plan)	The percentage of new teachers hired each year over the past 5 years

Section 1: Introduction

In June 2015, the Arkansas Department of Education (ADE) filed with the United States Department of Education its Equitable Access to Effective Educators Plan. This 2017 Supplement will provide information on the review of more current data and the progress of strategies employed to providing equity and effective teachers and leaders to all Arkansas students.

The ADE identified the following equity gaps through data analysis for the EAEE Plan, which is consistent with data from the 2015-2016 school year (see Figure 3B.5):

- Students in high poverty and high minority schools are more likely to have an **inexperienced teacher** than students in low poverty and low minority schools.
- Students in high poverty schools are more likely to have an **out-of-field teacher** than students in low poverty schools.
- Students in high poverty and high minority schools are more likely to have an **unqualified teacher** than students in low poverty and low minority schools.
- There is a higher rate of **turnover** (as measured by the occurrence rate of inexperienced teachers) in high minority schools based on data for the last five years for average number of inexperienced teachers per school per year.
- More recent **teacher attrition** data show teachers leave HP and HM schools at a higher rate than teachers at LP and LM schools. Teachers at HP and HM schools also leave at a rate greater than the state average, while teachers in LP and LM schools left at a lower rate than the state average.



ADE VISION FOR EXCELLENCE IN EDUCATION

In June 2015, the ADE embarked upon a process to develop a strategic plan to implement its Vision for Excellence in Education – for transforming Arkansas to lead the nation in student-focused education (see Appendix D). This supplement will identify where data, analysis, and strategies under the EAEE Plan align with the ADE’s Vision for Excellence in Education.

Section 2: Stakeholder Engagement



ADE VISION FOR EXCELLENCE IN EDUCATION – Strategy 5.1 (Appendix D)

Stakeholder engagement is a key strategy within the ADE Vision for Excellence in Education, as well as a critical component of the EAEE Plan. ADE team members, students, taxpayers, and all education stakeholders benefit when the ADE participates in open lines of multi-way communication, and providing ongoing feedback that builds a culture focused on the ADE vision and mission.

Building on earlier stakeholder engagement, the ADE now provides Arkansas education stakeholders access to updated information on the Equitable Access web page, found on the ADE's website at <http://www.arkansased.gov/divisions/human-resources-educator-effectiveness-and-licensure/equitable-access>. On this web page, the public can access the EAEE Plan and view the Theory of Action. This supplement and other updates will be posted as they are developed.

In 2015 and 2016, the ADE held fifteen (15) stakeholder meetings for the Educator Shortage Predictor Model (See Appendix A-1), made presentations to the State Board of Education, presented updates to the Professional Licensure Standards Board (see Appendix A-2), and various presentations to education associations and education service cooperatives to provide information on the EAEE Plan. The ADE will continue to update and convene stakeholders to continue the engagement and ensure ongoing communication and collaboration with ADE team members. ADE team members will update the strategic plan strategies and milestones to be sure that these shared actions and responsibilities invite the expertise of all.

Section 3: Plan for Eliminating Equity Gaps

Section 3A. Rationale

The ADE reorganized the Theory of Action as shown below:

Fig. 3A.1 Theory of Action for Eliminating Equity Gaps (updated)

	If	Then	This will address Root Causes most directly related to:	Over time, this will reduce the equity gap(s) in high poverty, high minority schools of ...	Reducing these gaps will likely result in...
Attract (A)	... the ADE identifies critical shortage areas across the state educator preparation programs and pathways can develop or enhance programs that meet the needs of local LEAs.	Barriers to Attracting Teachers – Geographic Isolation, Community Resources	Primary: Inexperienced Teachers and Out-of-Field Teachers	Improved learning experiences for students in high poverty schools, high minority schools, which in turn will lead to greater preparedness for college and careers
	...the ADE aligns educator preparation programs and pathways with LEAs through Grow Your Own Programs ...	...the right candidates will be prepared for the right positions to meet the talent needs of LEAs.	Barriers to Attracting Teachers – Geographic Isolation	Inexperienced Teachers Out-of-Field Teachers Teacher Attrition Rate
	... the ADE improves communication of recruitment incentives	...they will take advantage of existing programs, strategies, and incentives designed to reduce equitable access gaps.	Barriers to Attracting Teachers – Recruitment Incentives	Inexperienced Teachers Out-of-Field Teachers Teacher Attrition Rate	
Prepare (P)	... educator preparation programs and pathways incorporate learning experiences related to high poverty and high minority school cultures...	... the candidates with the right background knowledge and experiences will be prepared to meet the needs of students.	Misalignment of Educator Preparation and Pathways – Pipeline, Preparation for School Culture	Inexperienced Teachers Out-of-Field Teachers Teacher Attrition Rate	
	... educator preparation programs and pathways incorporate residency programs that partner with high poverty and high minority schools ...	... the candidates will benefit from the ongoing support to understand the needs of high poverty and high minority students	Misalignment of Educator Preparation and Pathways – Pipeline, Professional Growth Resources	Inexperienced Teachers Teacher Attrition Rate
	...educator preparation programs and pathways develop robust reporting and rating requirements...	...the candidates will graduate ready for employment and understand successful teaching practices and focus on the impact of teachers' practice on student growth.	Misalignment of Educator Preparation and Pathways – Pipeline, Professional Growth Resources	Ineffective Teachers Inexperienced Teachers Teacher Attrition Rate	
Develop, Support, and Retain (DSR)	...administrators of high poverty, high minority schools have the skills to lead and support teachers ...	... they will improve the school culture, teacher assignment processes, and teacher development strategies	Developing Leadership Capacity and Supporting and Retaining Effective Teachers and Leaders	Teacher Attrition Rate
	...teachers in high poverty, high minority schools are given opportunities to lead from the classroom...	... they will be empowered to make a significant contribution to the school as a whole.	Developing Leadership Capacity and Supporting and Retaining Effective Teachers and Leaders	Teacher Attrition Rate	

Section 3B. Equity Gap Exploration and Data Analysis

The ADE has reviewed the data sets used in the EAEE Plan, and updated the following tables for the 2014-2015 (where possible) and 2015-2016 school years. While there are some differences in the data from previous years, the overall depiction of equity gaps is consistent (See Table 3B.5). The ADE also identified new data sets to review to determine if and how they may be related to the equitable access to effective educators for all students (See the section on Additional Current Data below).

Table 3B.2. Demographic, poverty, and minority data for Arkansas schools (updated)

	2013-2014	2014-2015	2015-2016
Number of Schools	1,073	1,064	1,054
Number of Schools in each Quartile	269	266	264
Number of Districts	258	257	259
Total Number of Teachers	39,099	39,672	40,742
Total Student Enrollment	474,995	476,083	490,695
Enrollment in High Poverty Schools	100,404	98,129	105,582
Enrollment in Low Poverty Schools	157,062	155,942	162,218
Enrollment in High Minority Schools	127,151	128,884	134,403
Enrollment in Low Minority Schools	89,735	90,823	96,309
Number (and %) of Students in Poverty¹			
All Schools Students in Poverty	289,215 (60.89%)	294,339 (61.83%)	299,755 (61.09%)
Highest Poverty Quartile Schools (HP)	88,131 (87.78%)	88,450 (90.14%)	91,378 (86.55%)
Lowest Poverty Quartile Schools (LP)	61,744 (39.31%)	61,034 (39.14%)	61,928 (38.18%)
Number (and %) of Minority Students²			
All Schools Minority Students	173,999 (36.63%)	177,760 (37.34%)	186,767 (38.06%)
Highest Minority Quartile Schools (HM)	96,275 (75.72%)	98,042 (76.07%)	103,088 (76.70%)
Lowest Minority Quartile Schools (LM)	4,887 (5.45%)	5,394 (5.94%)	6,091 (6.32%)

Source: SIS

¹ Poverty measures – See Table 3B.3.

² Minority measures – See Table 3B.3

Table 3B.3. Poverty and Minority definitions and parameters (2015-2016).

		Range	Median
Poverty Measures	High Poverty Schools – Schools in the highest 25% of all schools ranked by % F/RL (269 schools)	77.98% - 100.00%	85.91%
	Low Poverty Schools – Schools in the lowest 25% of all schools ranked by % F/RL (268 schools)	0.00% - 52.85%	41.24%
Minority Measures	High Minority Schools – Schools in the highest 25% of all schools ranked by % non-white students* (269 schools)	55.63% - 100.00%	77.81%
	Low Minority Schools – Schools in the lowest 25% of all schools ranked by % non-white students (268 schools)	0.00% – 9.61%	5.99%

* Non-white = American Indian/Alaskan Native, Asian, Black, Native Hawaiian/Pacific Islander, Hispanic, Two or more races

Source: SIS

The distribution of High Poverty (Fig. 3B.3.a), High Minority (Fig. 3B.3.b) schools, and schools that are both High Minority and High Poverty (Fig. 3B.3.c) is illustrated in the following maps:

Fig. 3B.3.a

High Poverty Schools 2015-2016

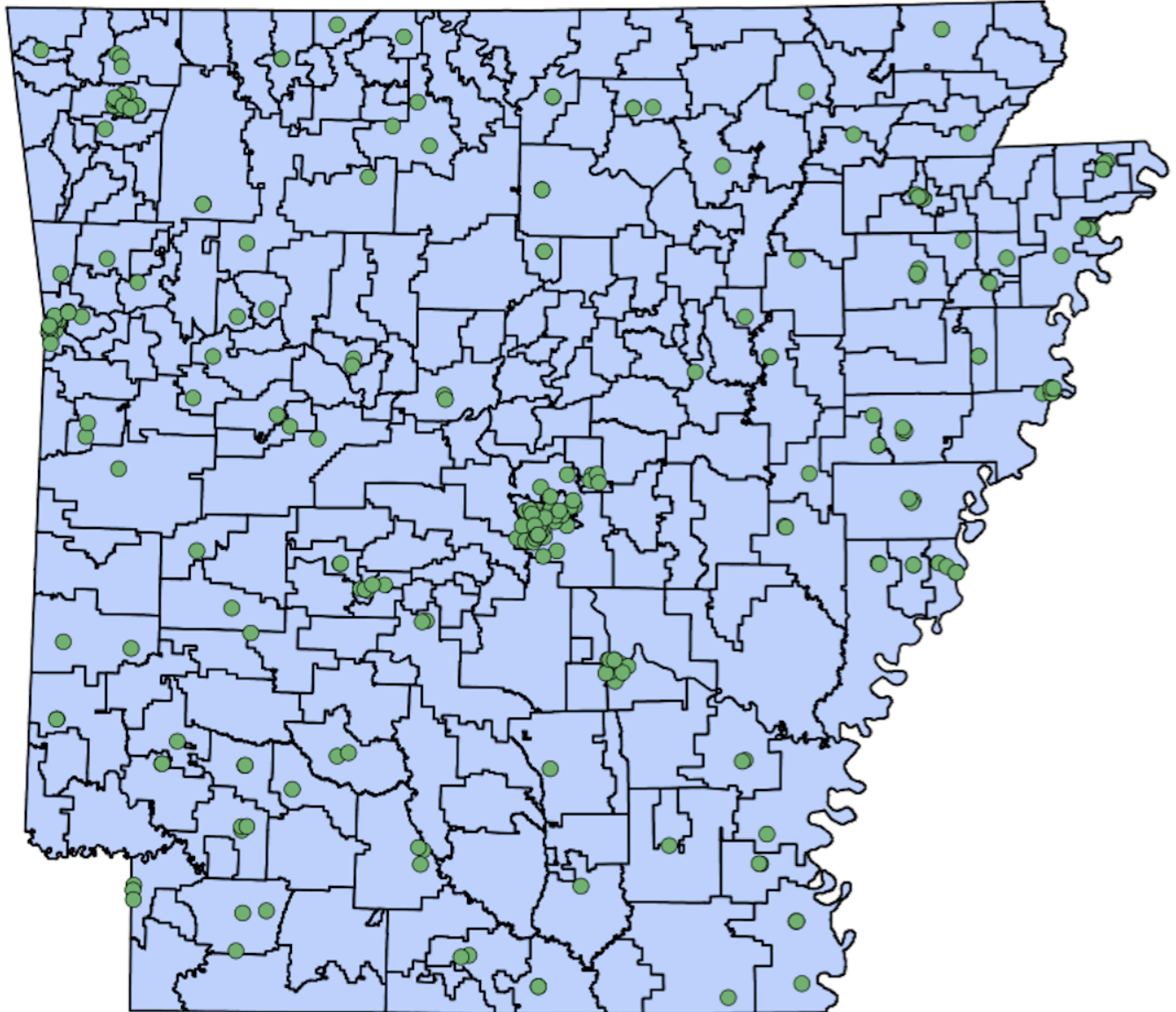


Fig. 3B.3.b

High Minority Schools 2015-2016

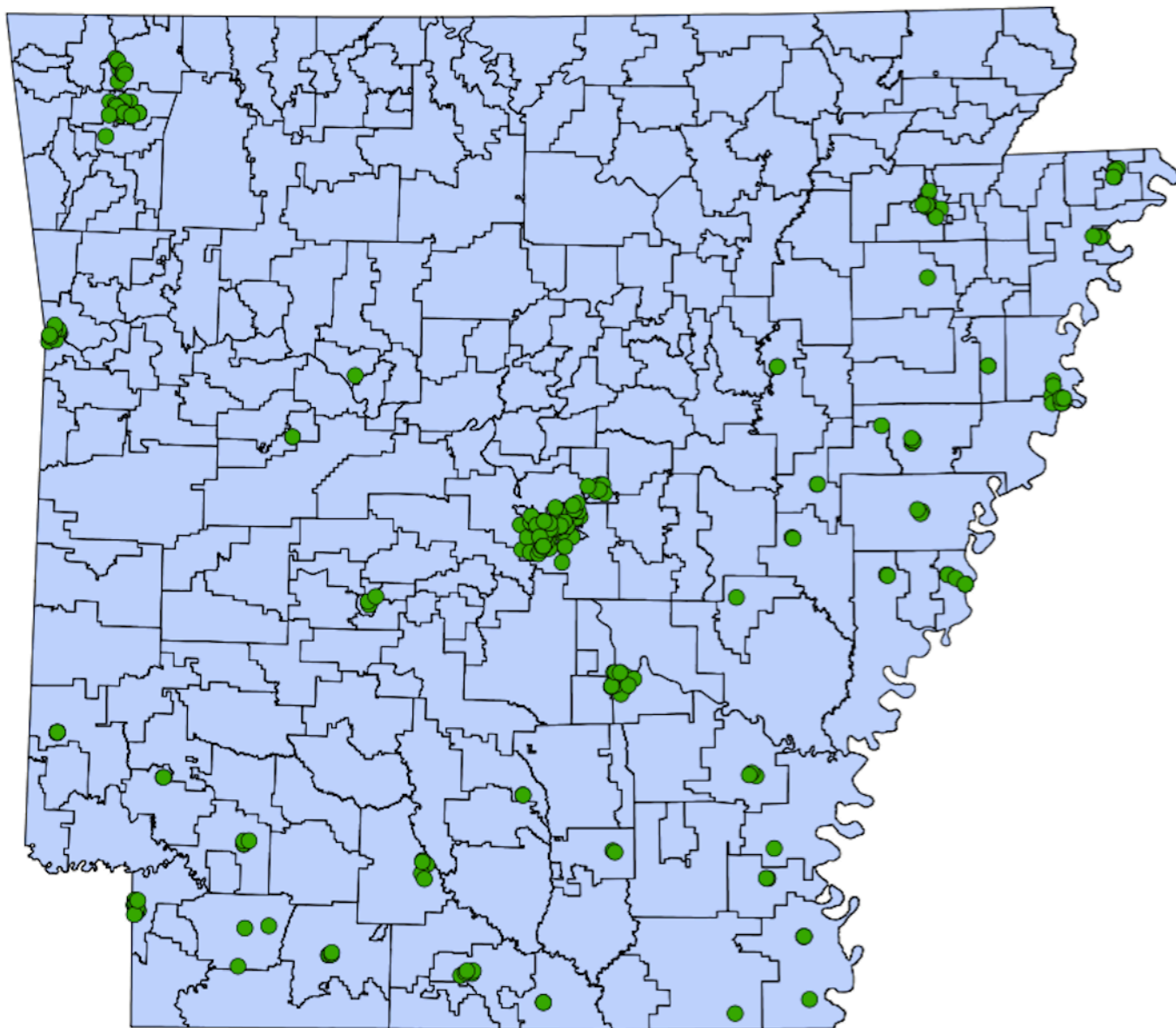
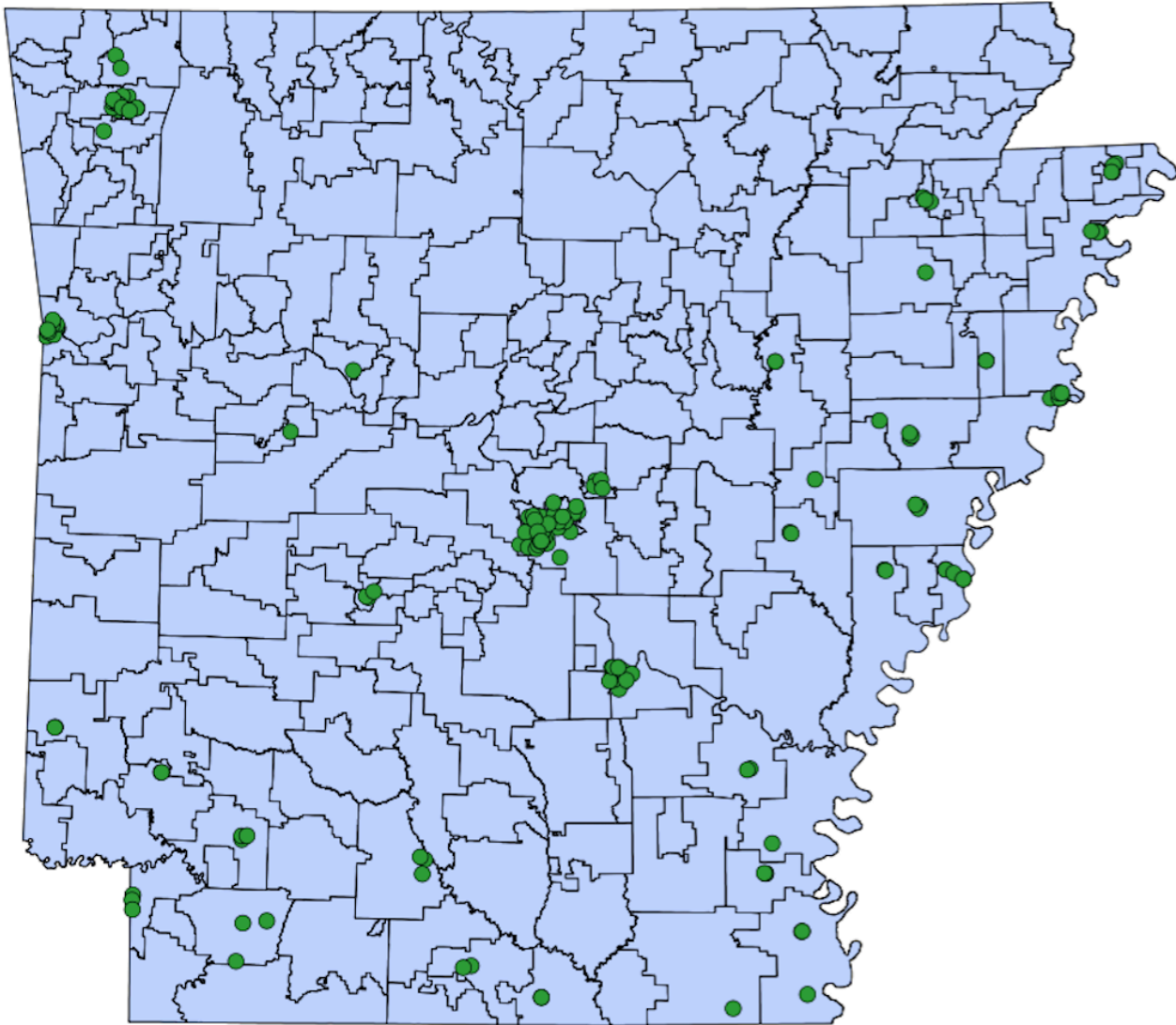


Fig. 3B.3.c

Schools that are both High Poverty and High Minority 2015-2016



Comparison of relationships – 2013-2014 to 2015-2016

The updated Table 3B.5 depicts the equity gaps presented by the data reviewed. Following the updated Table 3B.5 are data charts for the 2015-2016 school year (Table 3B.6) and a three-year average of these data from the 2013-2014 school year to the 2015-2016 school year (Table 3B.6A). There is some evidence of an overall decrease in the equity gaps. However, the ADE will be collecting and reviewing data from the monitoring metrics for each strategy to determine the reasons for the changes. Statistically, an analysis of variance indicated a significant interaction between schools' poverty rank and minority rank in explaining differences in average occurrence rate of inexperienced teachers. Also, an analysis of variance indicated a significant main effect for minority classification of the school in explaining differences in mean percent of inexperienced teachers.

Table 3B.5. Identified Equity Gaps (2015-2016)

Category	High Poverty vs. Low Poverty	High Minority vs. Low Minority	High Poverty vs. State Average	High Minority vs. State Average
<u>Inexperienced Teachers</u> (Figure 1 in Table 3B.6)	HP schools have Inexperienced Teachers at a rate 1.4 times greater than LP schools.	HM schools have Inexperienced Teachers at a rate 2.3 times greater than LM schools.	HP schools have Inexperienced Teachers at a rate 1.26 times greater than the state average.	HM schools have Inexperienced Teachers at a rate 1.43 times greater than the state average.
<u>Out-of-Field Teachers</u> (Figure 2 in Table 3B.6)	HP schools have Out-of-Field Teachers at a rate 1.79 times greater than LP schools.			
<u>Unqualified Teachers</u> (Figure 4 in Table 3B.6)	HP schools have Unqualified Teachers at a rate 6.4 times greater than LP schools.	HM schools have Unqualified Teachers at a rate 11.66 times greater than LM schools.		
<u>Occurrence Rate of Inexperienced Teachers*</u> (Figure 3 in Table 3B.6) (*referred to as Turnover in the 2013 Plan)		Over the last 5 years, HM schools had inexperienced teachers (per school per year) at a rate 2.4 times greater than LM schools.		Over the last 5 years HM schools had inexperienced teachers (per school per year) at a rate 1.45 times greater than the state average.

Table 3B.6 Figures reflecting the data in Table 3B.5

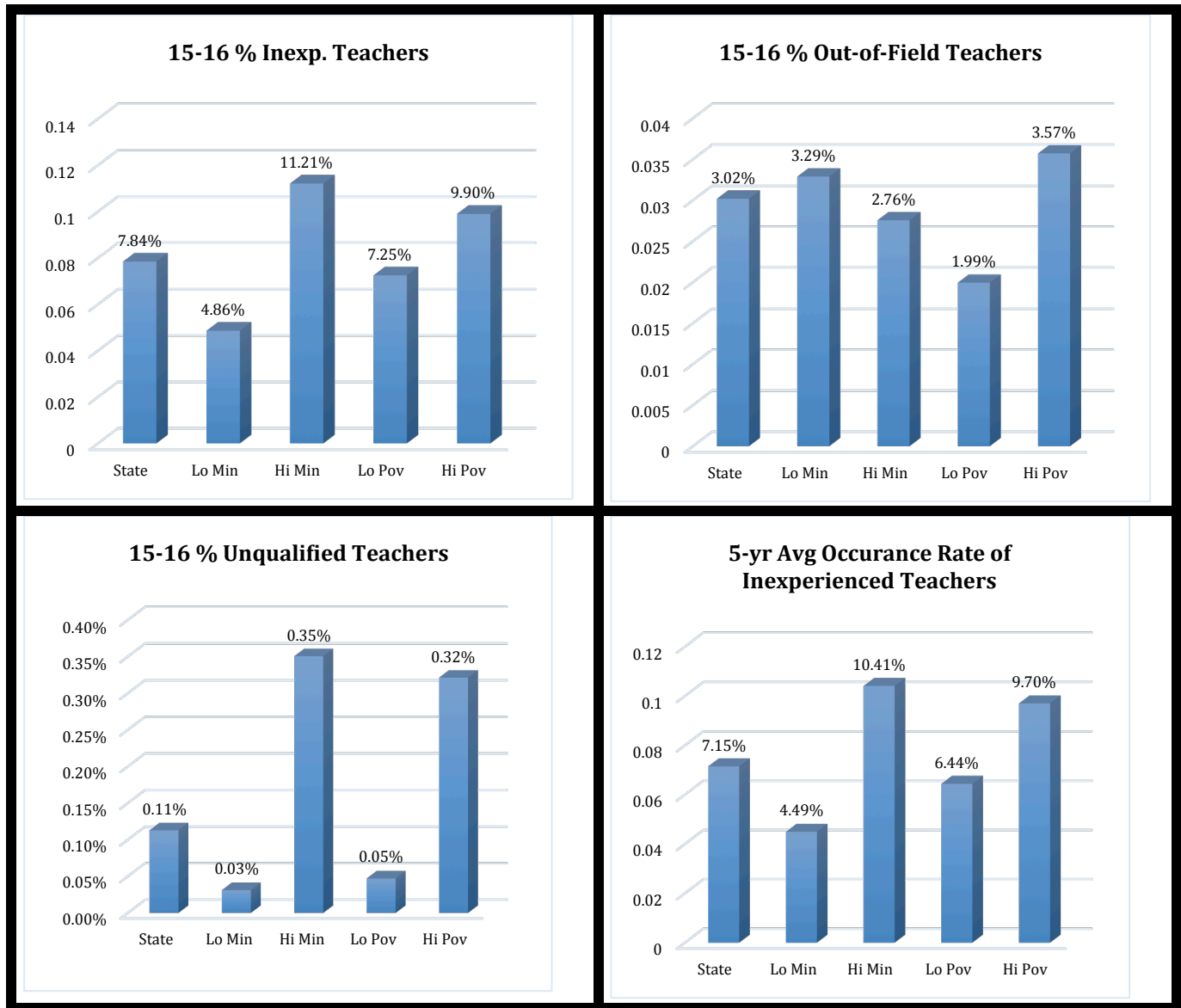
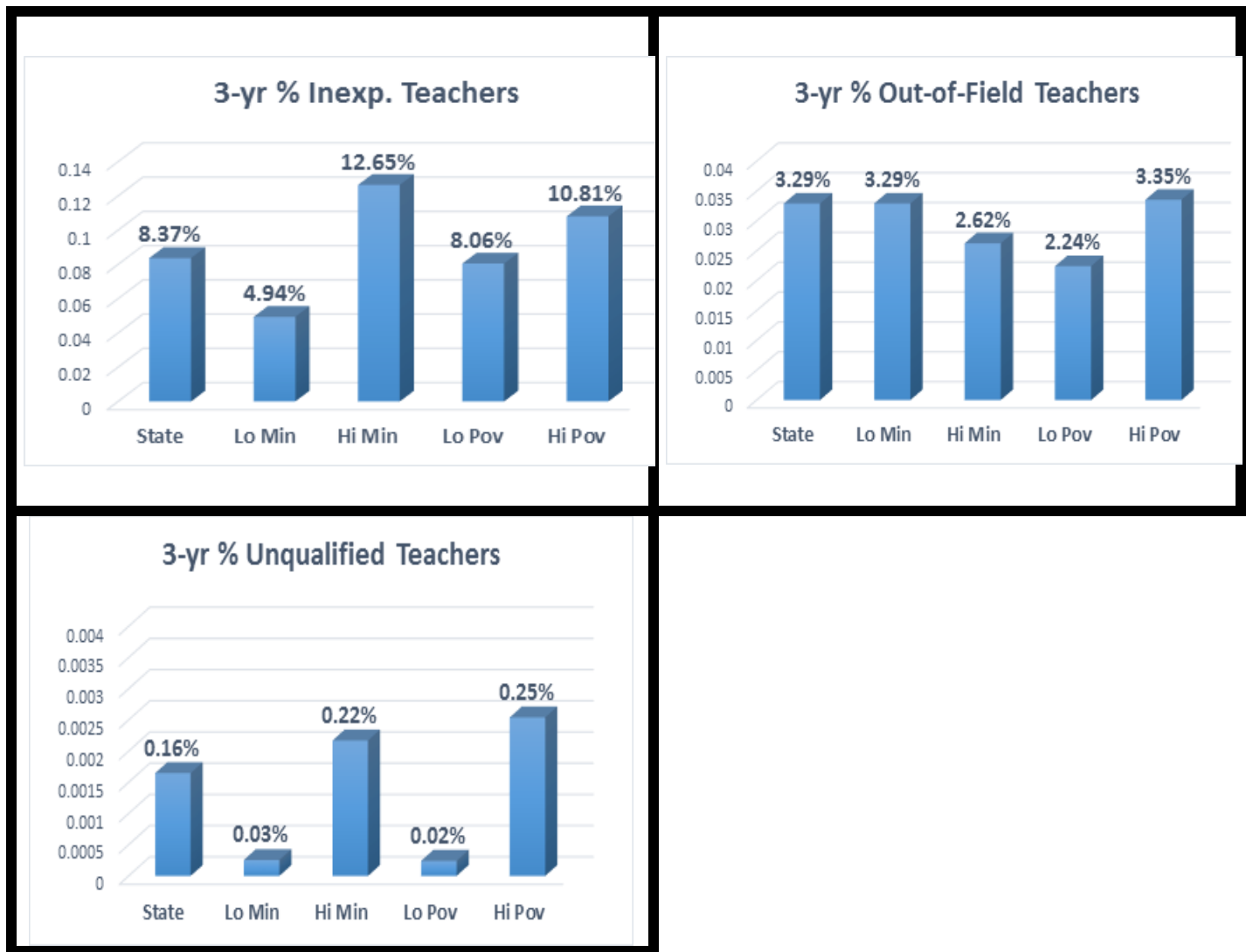


Table 3B.6A. Three-Year Averages of Data Comparisons



Additional Current Data

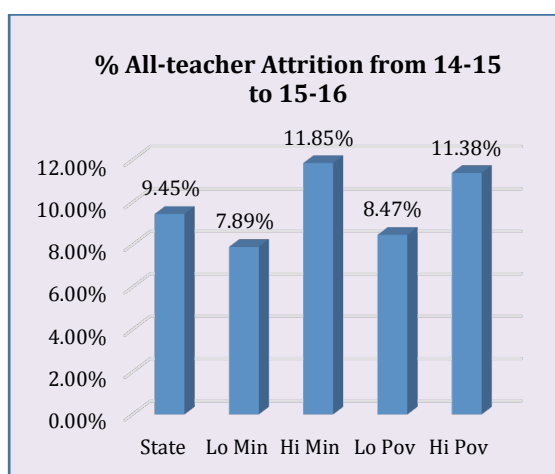
1. Teacher Attrition

In developing the Educator Shortage Predictor Model, the ADE reviewed data for teacher attrition statewide. The charts below depict greater percentage of teachers leaving HP and HM schools than leaving LP and LM schools. Teachers are also leaving HP and HM schools at a rate greater than the state average. Those teachers in LP and LM schools left at a lower rate than the state average.

Table 3B.8 All Teacher Attrition

	# Teachers who left after 14-15	# Teachers who stayed for 15-16	% All-teacher Attrition from 14-15 to 15-16
State	3,905	41,327	9.45%
Lo Min	698	8,842	7.89%
Hi Min	1,317	11,116	11.85%
Lo Pov	1,082	12,780	8.47%
Hi Pov	1,009	8,864	11.38%

Source: AELS, SIS



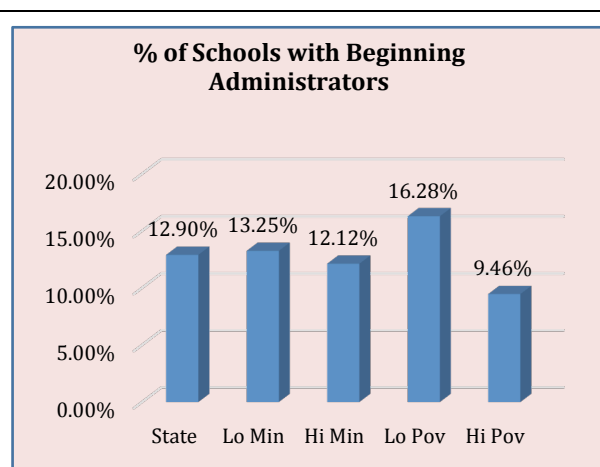
2. Beginning Administrators

The ADE reviewed data on the number of Beginning Principals and Beginning Assistant Principals for the 2015-2016 school year as a possible additional measure of the equitable access to effective leaders for HP and HM schools. The preliminary data is shown below. ADE will continue to explore implications of these data and the impact, if any, on equity.

Table 3B.9 Beginning Administrators

	# Schools with Beg. Admins	# of Schools	% of Schools with Beg Admins
State	136	1,054	12.90%
Lo Min	35	264	13.25%
Hi Min	32	264	12.12%
Lo Pov	43	264	16.28%
Hi Pov	25	264	9.46%

Source: ADE Office of Educator Effectiveness



3. Teachers Teaching Under Licensure Exceptions

Arkansas has three methods of providing flexibility in teacher licensure to public schools:

- Act 1240 of 2015 – provides a method for the State Board of Education to grant a waiver to a school district that has lost students to a charter school in its district.

- b. Charter Schools may obtain a waiver of various laws and regulations in their charters
- c. Schools of Innovation may obtain a waiver of various laws and regulations,

As a result, an increasing number of schools and districts have been granted waivers from teacher licensure. In addition, the recently passed Every Student Succeeds Act (ESSA) rescinded the Highly Qualified Teacher (HQT) provisions in No Child Left Behind. Arkansas had a high percentage of highly qualified teachers statewide (over 95%). The ADE became concerned that, during the transition to ESSA, without HQT identification and reporting requirements and with the increasing number of waivers from teacher licensure, teacher quality may become compromised. In 2016, the State Board of Education approved the ADE Rules Governing Arkansas Qualified Teacher Requirements. The rules maintain requirements for teachers to demonstrate content knowledge in core academic subject areas when the teachers are unlicensed pursuant to a waiver, or are teaching in special education or alternative learning environments.

The ADE has established a system for further data collection on teachers teaching under a licensure exception, and will be able to review that data after the 2016-2017 school year to determine the impact, if any, on equity.

4. Intra-agency Collaboration on Data Collection



ADE VISION FOR EXCELLENCE IN EDUCATION – Strategy 5.1 (see Appendix D)

As a result of the multi-level involvement of ADE staff in the ADE Vision for Excellence in Education, intra-agency collaboration has increased. Under Strategy 5.1, we believe that when ADE participates in open lines of multi-way communication, and team members and other stakeholders provide ongoing feedback that builds a culture focused on the ADE vision and mission, then students, taxpayers, and all stakeholders will benefit from the work of the agency.

The ADE Offices of Educator Effectiveness, Educator Licensure, and Educator Preparation have engaged in increased intra-agency collaboration regarding data collection that is used in the equity analysis for this plan. For example, the review of Title II-A applications and minority recruitment reports have provided new opportunities for gaining insight into how school districts are using federal funding and recruitment initiatives to close identified equity gaps.

5. ESSA Data Collection

Future reporting under ESSA will require that the ADE collect data on inexperienced teachers, out-of-field teachers, and ineffective teachers and principals. The definition of an “ineffective teacher” is being explored and an initial proposed definition is included in this supplement (see Key Terms and Definitions). The ADE will seek stakeholder input on the definition before it is used for ESSA or future EAEE Plans.

Under ESSA, states must:

- Ensure that low-income and minority children are not served at ***disproportionate*** rates by ***ineffective, out-of-field, or inexperienced teachers***, and describe the measures the State

- educational agency will use to evaluate and publicly report the progress; and
- Identify steps the state will take if calculations of disproportionality determine that low-income or minority students are taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. As with this EAEE Plan, the state will inform its determination by conducting a root cause analysis to identify the underlying causes or contributing factors of any disproportionalities that exist, and describe the strategies, timelines, and funding sources to eliminate the identified disproportionality.

ESSA also enhances the reporting requirements for states, requiring state and LEA report cards to include the professional qualifications of teachers, including information on the number and percentage of:

- *Inexperienced* teachers, principals, and other school leaders;
- Teachers teaching with *emergency or provisional* credentials; and
- Teachers who are not teaching in the subject or field for which the teacher is *certified or licensed*.

ESSA requires that the information be presented in the aggregate and disaggregated by high-poverty compared to low-poverty schools. Calculations of disproportionality must be conducted using student level data, subject to appropriate privacy protections, and reported statewide using data that is similar across districts.

Section 3D: Strategies for Eliminating Equity Gaps

Since developing the EAEE Plan, the ADE has progressed on many of its strategies to close the equity gaps. As the EAEE Plan was communicated within the education community, the ADE developed new partnerships creating new strategies.

STRATEGIES ADDRESSING BARRIERS TO ATTRACTING TEACHERS TO HIGH POVERTY AND HIGH MINORITY SCHOOLS (STRAND “A”)

	If	Then	This will address Root Causes most directly related to:	Over time, this will reduce the equity gap(s) in high poverty, high minority schools of ...
Attract (A)	... the ADE identifies critical shortage areas across the state ...	... educator preparation programs and pathways can develop or enhance programs that meet the needs of local LEAs.	Barriers to Attracting Teachers – Geographic Isolation, Community Resources	Inexperienced Teachers Out-of-Field Teachers
	...the ADE aligns educator preparation programs and pathways with LEAs through Grow Your Own Programs ...	...the right candidates will be prepared for the right positions to meet the talent needs of LEAs.	Barriers to Attracting Teachers – Geographic Isolation	Inexperienced Teachers Out-of-Field Teachers Teacher Attrition Rate
	... the ADE improves communication of recruitment incentives ...	...they will take advantage of existing programs, strategies, and incentives designed to reduce equitable access gaps.	Barriers to Attracting Teachers – Recruitment Incentives	Inexperienced Teachers Out-of-Field Teachers Teacher Attrition Rate

A.1 Educator Shortage Predictor Model



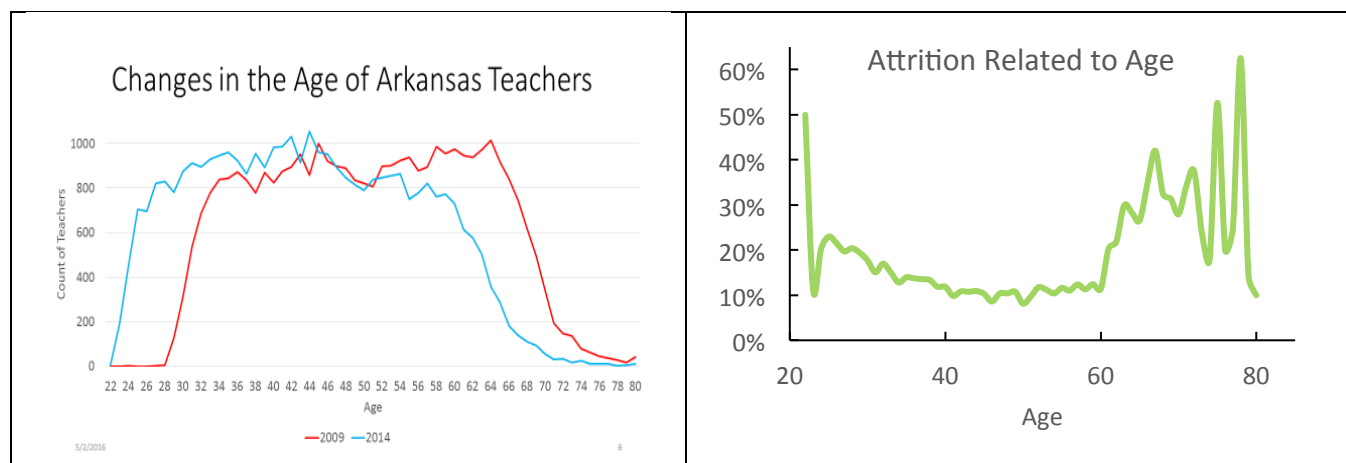
ADE VISION FOR EXCELLENCE IN EDUCATION – Strategy 1.3 (see Appendix D)

The work on the Educator Shortage Predictor Model will inform the ADE’s strategy, as identified in the Vision for Excellence in Education, for providing multiple certification pathways and avenues for advancement to promote excellence in teaching and leading, and educators recruit, support, and retain excellent teachers and leaders. The ADE believes that when this happens, students will meet or exceed readiness benchmarks along the pathway to graduate prepared for college, career, and community engagement.

The Educator Shortage Predictor Model will enhance existing work to improve the educator talent pipeline. This will enable school districts, educator preparation program providers, and the ADE to use a data driven system to attract and effectively prepare teacher candidates to be successful in critically needed content areas, grade levels, and geographic locations.

- Technical assistance for developing and implementing this model is being provided by South Central Comprehensive Center (SC3) at the University of Oklahoma; Augenblik, Palaich, and Associates Consulting (APA Consulting); Center on Great Teachers and Leaders (GTL Center); and University of Oklahoma Education Training, Evaluation, Assessment, and Measurement (E-Team).
- In 2015 and 2016, the ADE engaged in conversations with many stakeholders to discuss the topic of educator shortage. As the ADE works toward the goal of ensuring there is an effective teacher in every classroom in the state, the issues surrounding a shortage of educators have become more critical.
- The fifteen (15) meetings included representatives of local school districts, teachers, parents, education service cooperatives, education organizations, nonprofit organizations, community leaders, universities, state agencies, State Board of Education members, and state legislators. Representatives from SC3 and APA Consulting, and the GTL Center, attended early meetings to facilitate the discussion with existing data and obtain input from stakeholders about the local needs identified in each area meeting. See Appendix A for additional information on the locations and attendees, and responses of these meetings.
- Following those meetings, the ADE worked with the SC3, APA Consulting, the GTL Center, and the University of Oklahoma Education Training, Evaluation, Assessment, and Measurement to utilize information we gathered to analyze data and to develop strategies related to the educator shortage.
- In May 2016, the ADE shared with the meeting attendees and others the progress made on the model, heard from them as to next steps, and obtained their input regarding the measures that the ADE will use to evaluate and publicly report on future progress. The following charts depict a shift in the age of the teacher workforce based on the data from the work on the educator shortages. Statewide, the data show that increasingly a younger workforce is teaching Arkansas students, and that retaining those younger teachers for the first three to five years is a challenge for the state.

Table 3D.1 Educator Shortage Predictor Model Workforce Data



A.2 Grow-Your-Own Systems



ADE VISION FOR EXCELLENCE IN EDUCATION – Strategies 1.1 and 1.3 (see Appendix D)

The ADE’s strategic vision promotes multiple certification pathways and avenues for educators to recruit, support and retain effective educators who can ensure students meet or exceed readiness benchmarks along a pathway to graduate prepared for college, career, and community engagement. “Grow-Your-Own” systems can produce teachers who understand the diverse social, economic, ethnic cultures that impact student-focused learning. Within the systems below, several “Grow Your Own” opportunities exist.

• A.2.1 Arkansas Teacher Cadets Program



ADE VISION FOR EXCELLENCE IN EDUCATION – Strategies 1.1 and 1.3 (see Appendix D)

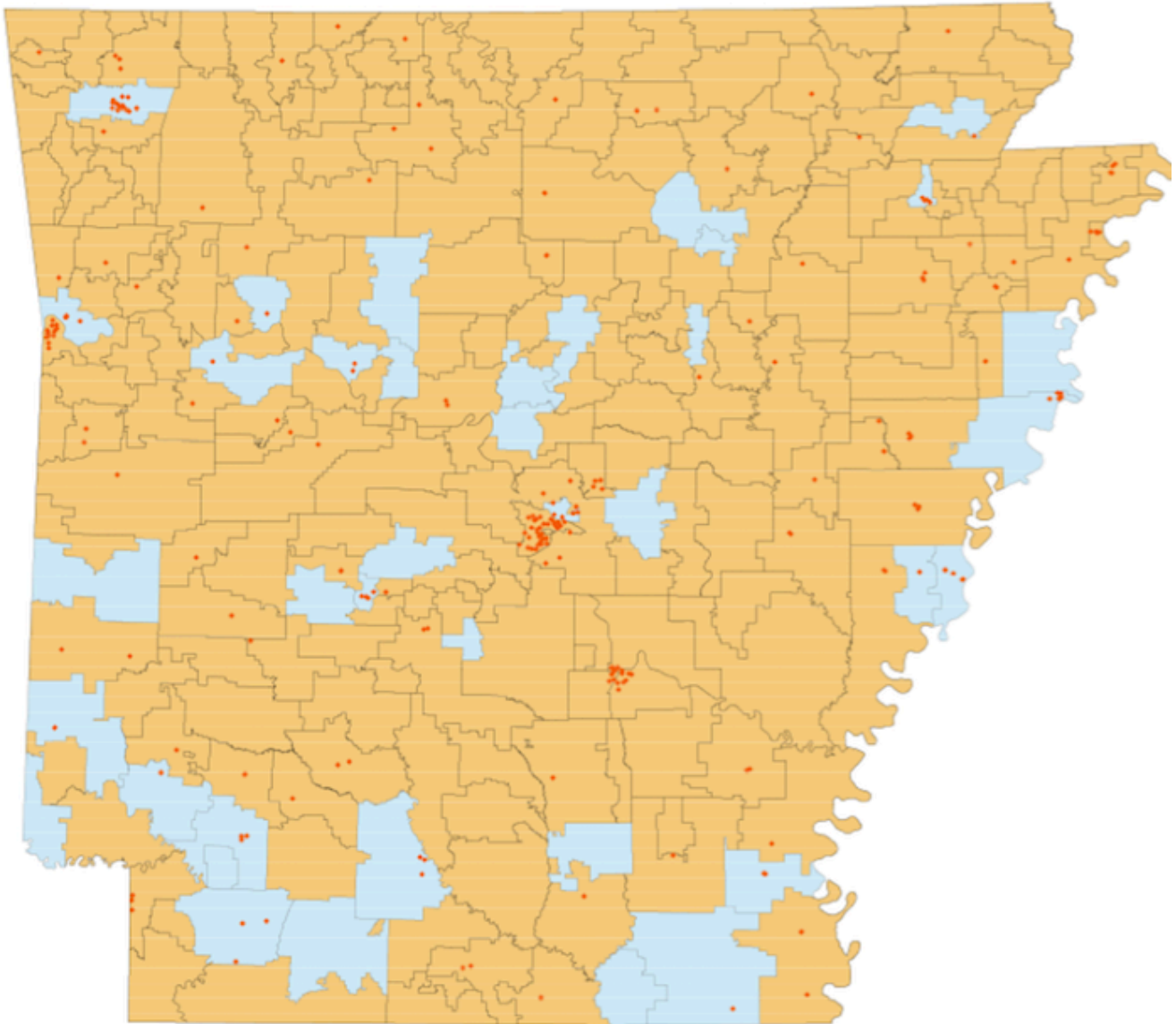
In the 2015-2016 and 2016-2017 school years, Arkansas’s Teacher Cadet Program significantly increased the number of students and school districts participating statewide and doubled the number of university partners.

Participants	2015-2016	2016-2017
School Districts	8	38
Students	115	450
University Partners	6	13

- Of the participating school districts, 17 have high poverty (Fig. A.2.1.a) or high minority (Fig. A.2.1.b) schools, and 13 districts that have schools that are both high poverty and high minority (Fig. A.2.1.c).

Fig. A.2.1.a

High Poverty Schools 2015-2016 and Districts with Teacher Cadet Programs 2016-2017



Legend

• High Poverty Schools 15-16

2016-2017 Districts with Teacher Cadets Program

Fig. A.2.1.b

High Minority Schools 2015-2016 and Districts with Teacher Cadet Programs 2016-2017

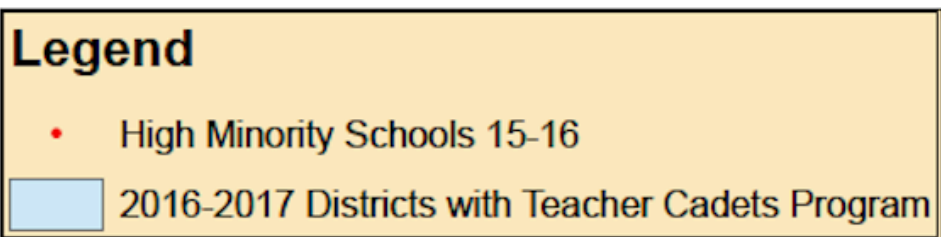
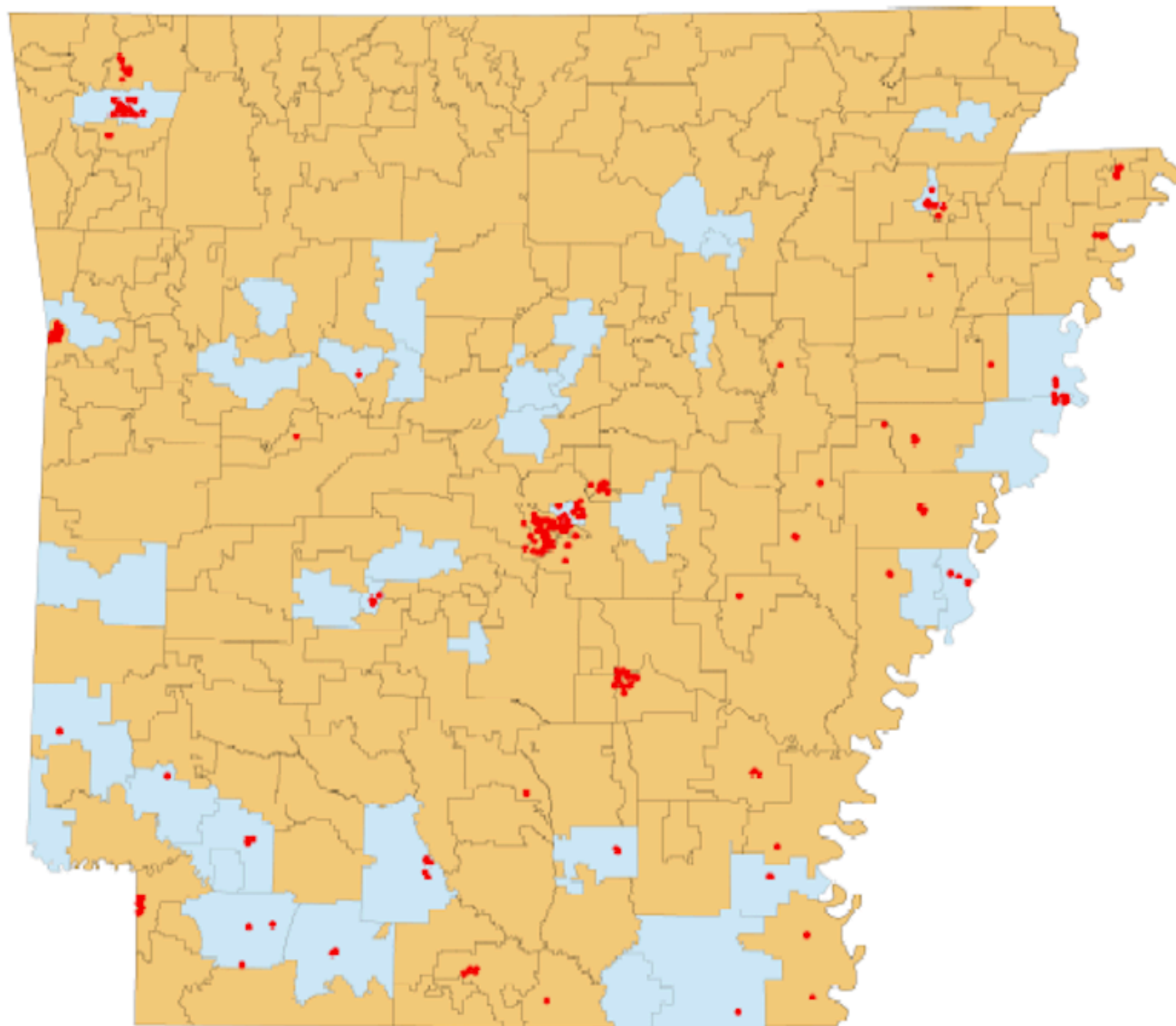


Fig. A.2.1.c

Schools that are both High Poverty and High Minority 2015-2016 and Districts with Teacher Cadets Program 2016-2017

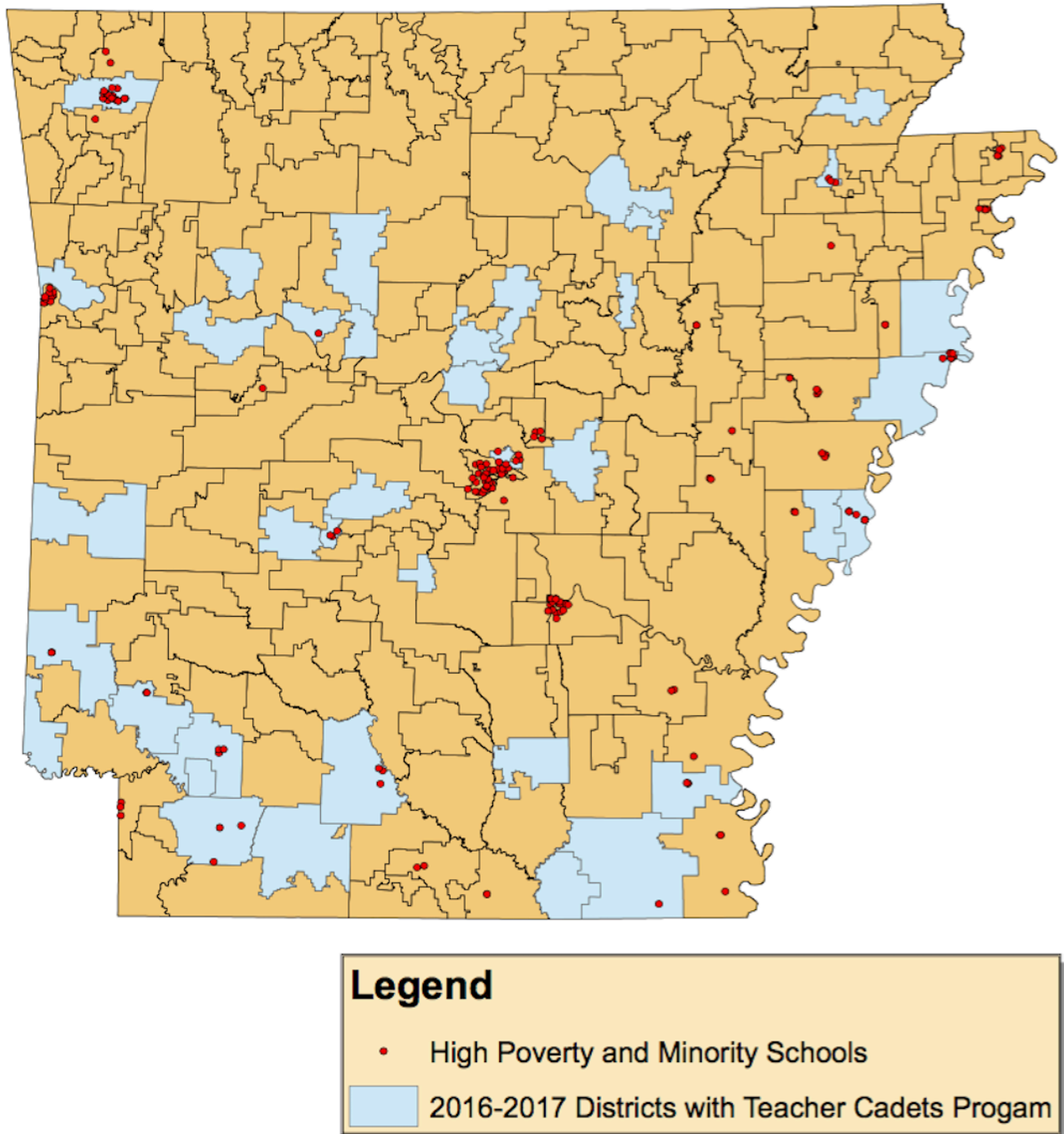
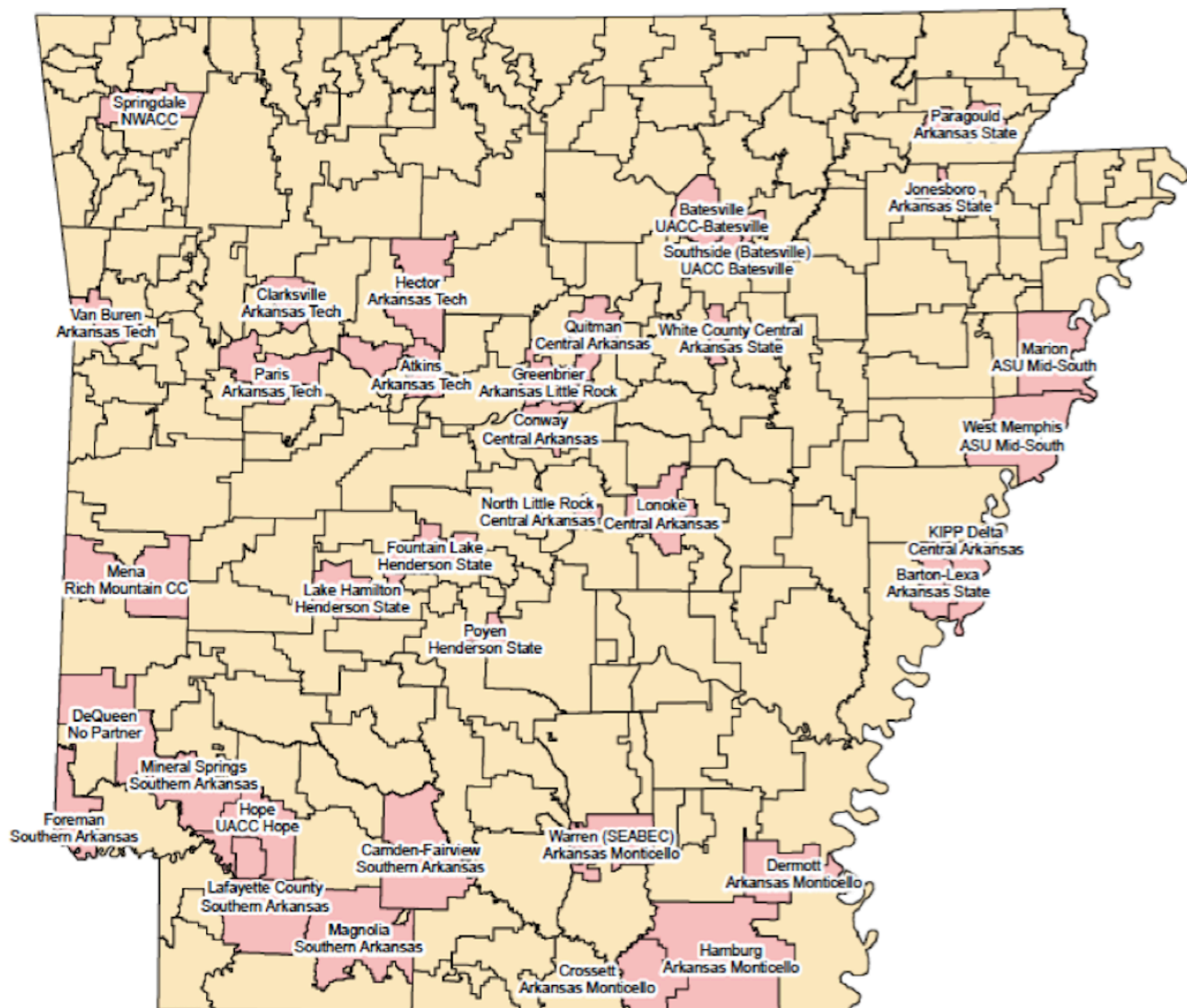


Fig. A.2.1.d

Districts with Teacher Cadet Programs



- **A.2.2 “Become a Teacher” Regional Events**



ADE VISION FOR EXCELLENCE IN EDUCATION – Strategy 1.3 (see Appendix D)

The ADE is hosting “Become a Teacher” recruitment fairs during the months of October and November 2016. One focus of these events is to encourage interest in becoming a licensed educator among persons who may be employed as teachers of record in high poverty or high minority schools under a waiver from licensure and involve school and educational cooperative partners in promoting multiple avenues to prepare those interested as a career educator. The

waivers were granted under a law enacted in the 2015 session of the Arkansas General Assembly, which allowed school districts that lost student enrollment to a charter school organized with the school district's boundaries to seek the same waivers as the charter school. The waiver requests have almost all included waivers from licensure, and many have been granted for schools that are high poverty or high minority schools due to the teacher shortages experienced by those schools.

- **A.2.3 Certified Teacher Assistant Pathway**



ADE VISION FOR EXCELLENCE IN EDUCATION – Strategies 1.1 and 1.3 (see Appendix D)

The ADE Office of Educator Licensure is working with the Arkansas Department of Career Education (ACE) to establish a pathway to the educator workforce that begins with career-focused education in high school with participating students receiving an industry certification as a Certified Teacher Assistant (CTA) upon completion of high school career coursework, and passing the ETS ParaPro Assessment. This pathway is a more comprehensive approach to build upon the Teacher Cadet program and recognize the option that schools may choose with the Arkansas Career Education coursework.

- As a CTA, a student will be eligible for employment in public schools to work as a paraprofessional, gaining valuable experience while also attending a two or four-year college on a flexible schedule allowing the student to take classes and work at least part-time as a CTA.
- This on-the-job experience allows for higher education institutions to be flexible with students' field experiences and student teaching credit, and combined with the rigorous coursework, promotes a learner-ready educator who is eligible for a standard license upon successful completion of the degree program and corresponding assessments.
- To be successful, the ADE and ACE are working with school districts and institutions of higher education to promote opportunities for employment and flexible college course scheduling, as well as, sufficient support for the CTA/Teacher Intern throughout the educational path. It is critical that each step of the pathway be connected to promote success for this grow-your-own approach.

- **A.2.4 Teach Arkansas – Teach Again!**



ADE VISION FOR EXCELLENCE IN EDUCATION – Strategy 1.3 (see Appendix D)

On November 1, 2016, the ADE launched a campaign to create an additional teacher pipeline by bringing teachers back to the classroom. The Teach Again campaign reaches out to teachers whose Arkansas license has expired, including teachers who left the profession and now want to return and those who retired. It also targets teachers who received an Initial License under previous rules and need to convert the license to a Standard License. The campaign is a streamlined method for “reigniting” these teachers’ passion for education and teaching. The ADE has put together a Teach Again packet of materials, including access to professional development, that will make the licensure process easier. The ADE will collect data on teachers who apply to

renew their license through the Teach Again campaign to determine the success of the campaign in providing experienced teachers to high poverty and high minority schools.

- **A.2.5 eSTEM Residency Program**



ADE VISION FOR EXCELLENCE IN EDUCATION – Strategy 1.3 (see Appendix D)

This residency program at the eSTEM charter school includes intensive three-year training program for aspiring teachers with degrees in the STEM fields who have had no formal teacher training. Over the past two (2) years, eSTEM has trained ten (10) residents, represented as follows:

- From the cohort now in the third year of residency – two (2) will receive a standard license at the end of the 2016-2017 school year if all requirements are met;
- From the cohort now in the second year of residency – two (2) are currently participating; and
- From the cohort now in the first year of residency – six (6) are currently participating.

eSTEM data regarding student growth performance will provide a future measure of the success of the program. ADE will use the data analysis to assess the potential for a larger implementation strategy.

- **A.2.6 Residency Programs for Paraprofessionals**



ADE VISION FOR EXCELLENCE IN EDUCATION – Strategies 1.1 and 1.3 (see Appendix D)

University of Arkansas at Monticello

In 2016, the ADE entered into a Memorandum of Understanding with the University of Arkansas at Monticello, School of Education, for a residency program for paraprofessionals. The University Residency Program will provide an alternative route for paraprofessionals to become licensed in K-6 Elementary, Middle Childhood, or a 7-12 content area at the University of Arkansas at Monticello. The program partners with schools that are high poverty and/or high minority.

- The program will follow the Master of Arts in Teaching program guidelines with some exceptions based on the paraprofessionals' work experience within the district.
- Paraprofessionals with at least three years of experience in their respective position in the public schools and a letter of recommendation from the district superintendent and/or school, may apply for admission to the program. Once they have completed a non-licensure education degree (e.g., Bachelor of Science in Education Studies (BSES) or Bachelor of Science in Teaching and Learning (BSTL)), the candidates will be admitted to a two-semester post-baccalaureate Teacher Residency program in which resident candidates will be provisionally

licensed in K-6 Elementary, Middle Childhood, or a 7-12 content area. Upon completion of this two-semester residency and meeting state requirements for standard licensure, candidates will be recommended for a standard teaching license.

- Forty-five (45) paraprofessionals entered the program for the first time in the fall semester of 2016.

University of Arkansas, Fayetteville

The University of Arkansas College of Education and Health Professions began a pilot in 2016 called Project MAESTRO (**M**ultilingual **A**rkansas **E**ducators for **S**tudents **T**oday and **T**omor**RO**w). Project MAESTRO is an innovative, primarily on-site, enhanced “2 + 2” delivery program where three targeted bilingual, bicultural paraprofessional classroom instructional assistants who are serving in Springdale schools will be released during part of their work week to take college classes, earn a bachelor’s degree and become fully certified teachers within three years. Project MAESTRO allows the pre-service teachers to take courses, continue full time jobs as instructional assistants in classrooms with English language learners, and earn a bachelor’s degree in education. Within a year of obtaining their degree, MAESTRO candidates will complete their ESL endorsement.

To help facilitate the pilot, ADE has approved a shortened full time internship assignment that counts hours candidates spend during their regular assignment working with small groups of students as part of their internship.

The Springdale School District has the largest number of English Learners in the state at 45% of its total student enrollment. The Project MAESTRO partners believe that by “growing their own, alongside their own” the Springdale District will increase the number of high quality, bilingual, bicultural licensed teachers from multiple backgrounds that are reflective of the language and cultural diversity of the student population. Source: University of Arkansas, Abstract of Project MAESTRO.

Harding University

Harding University and North Little Rock School District have formed a “grow your own” partnership to provide paraprofessionals employed in NLR’s early childhood center routes to teacher licensure. North Little Rock School District is a high minority district. For this program, the candidates will have a modified internship assignment with hours candidates spend during their regular assignment working at the early childhood center.

Paraprofessionals at the early childhood center with at least three years of experience can complete a licensure program either through an MAT (for those who already have a bachelor’s degree), or through the College of Education to obtain a bachelor’s degree. The university is providing financial assistance in the form of tuition breaks at the master’s and undergraduate levels, and transfer credits for undergraduate candidates to take less expensive classes at a local community college.

A.3 Awareness and Communication of Existing Recruitment Incentives



ADE VISION FOR EXCELLENCE IN EDUCATION – Strategies 5.1 and 5.2 (see Appendix D)

Through its Vision for Excellence in Education, the ADE seeks to participate in open lines of multi-way communication, and team members and other stakeholders provide ongoing feedback that builds a culture focused on the ADE vision and mission. When ADE disseminates timely and accurate information, and team members and other stakeholders have the information to interact with mutual trust and respect, then students, taxpayers, and all stakeholders will benefit from the work of the agency.

Through its work on the Educator Shortage Predictor Model, the ADE determined that shortages of teachers in the workforce are a result of the teacher pipeline, academic subject areas, teacher salaries, and from geographic isolation of schools. This strategy is designed to provide greater information about recruitment incentives that are intended to address teacher shortages. The ADE will seek to establish centralized educator recruitment resources for current and potential educators across Arkansas and develop a state-of-the-art website in order to attract and recruit potential teachers from across the state and nation, communicating the current and emerging resources.

The ADE learned that the Arkansas Department of Higher Education (ADHE) was applying the State Teacher Education Program (STEP) to subject area shortages only. STEP is a loan reduction program that offers yearly loan repayment grants to current educators teaching in a shortage area in an Arkansas public school. The Arkansas Economic Development Commission (AEDC) has a system of designating the economic status of areas of the state for the purpose of economic incentives. Counties are designated as Tier I, Tier II, Tier III, or Tier IV, with Tier I being the most prosperous and Tier IV being the least. The ADEC annually ranks Arkansas counties on: poverty rate, population growth, per capita personal income, and unemployment rate. Source:

http://www.arkansasedc.com/sites/default/files/content/users/lcogbill/incentive_tier_map_2016.pdf.

The ADHE now uses this designation in applying the loan reduction incentive to teachers who work in a school based on its geographic location in a Tier IV county.

STRATEGIES ADDRESSING THE MISALIGNMENT OF EDUCATOR PREPARATION AND PATHWAYS WITH THE NEEDS OF HIGH POVERTY AND HIGH MINORITY SCHOOLS (STRAND “P”)

	If	Then	This will address Root Causes most directly related to:	Over time, this will reduce the equity gap(s) in high poverty, high minority schools of ...
Prepare (P)	... educator preparation programs and pathways incorporate learning experiences related to high poverty and high minority school cultures ...	... the candidates with the right background knowledge and experiences will be prepared to meet the needs of students.	Misalignment of Educator Preparation and Pathways – Pipeline, Preparation for School Culture	Inexperienced Teachers Out-of-Field Teachers Teacher Attrition Rate
	... educator preparation programs and pathways incorporate residency programs that partner with high poverty and high minority schools ...	... the candidates will benefit from the ongoing support to understand the needs of high poverty and high minority students.	Misalignment of Educator Preparation and Pathways – Pipeline, Professional Growth Resources	Inexperienced Teachers Teacher Attrition Rate
	...educator preparation programs and pathways develop robust reporting and rating requirements...	...the candidates will graduate ready for employment and understand successful teaching practices and focus on the impact of teachers’ practice on student growth.	Misalignment of Educator Preparation and Pathways – Pipeline, Professional Growth Resources	Ineffective Teachers Inexperienced Teachers Teacher Attrition Rate



ADE VISION FOR EXCELLENCE IN EDUCATION – Strategies 1.1, 1.3 and 2.3 (see Appendix D)

The strategies within this strand align with the ADE Vision for Excellence in Education by preparing educators to understand the diverse cultures that impact student learning, and how to use that knowledge to successfully educate through personalized and student-focused learning systems. Specific professional development through which educators themselves learn through personalized learning methods will strengthen their skills in providing student-focused learning.

P.1 Educator Preparation Targeted Professional Credentials

Teachers who have a higher degree of cultural competency are more likely to remain in the school. In many cases, preparation programs are not equipped to provide the diverse learning experiences or content background to prepare educators for the students they may teach. The ADE seeks opportunities to provide teacher candidates with learning experiences for culturally responsive teaching. The ADE Offices of Educator Preparation, Educator Effectiveness, and Professional Development will continue to review the current research on cultural competency for teachers and collaboratively develop micro-credentials to provide current enrollees with the option to complete their preparation program with a value-added degree, earning a micro-credential in culturally responsive teaching. The ADE will also work to develop specific professional development micro-credentials for current teachers and leaders.

P.2 Educator Preparation Program Accountability



ADE VISION FOR EXCELLENCE IN EDUCATION – Strategies 2.2 and 2.4 (see Appendix D)

The strategies within this strand align with the ADE Vision for Excellence in Education by developing aligned data collection and reporting tools to support educator preparation program objectives for preparing preservice teachers to use data to provide student supports. Accountability systems are important for educator preparation programs as well as public schools. Ensuring that the accountability system for educator preparation programs is flexible yet comprehensive will enable educator preparation programs to be innovative while maintaining quality.

In support of new Title II regulations, the ADE in collaboration with higher education preparation programs will annually measure and report the performance of educator preparation programs, using multiple outcome measures to evaluate student growth (of program completers' students), employment outcomes, surveys, and program approval and accreditation. Program completers will be followed for the first three (3) years after completing a preparation program. Through this work, the state will hold traditional and alternative educator preparation programs accountable for their completers' and graduates' impact on student learning.

P.3 Special Education Shortage Area (new)



ADE VISION FOR EXCELLENCE IN EDUCATION – Strategies 1.1 and 1.3 (see Appendix D)

Special education by definition is student-focused. Educators who are trained in special education are critical to the process of implementing a student-focused learning system in the state. The strategies within this strand align with the ADE Vision for Excellence in Education by preparing more special education teachers through multiple licensure pathways.

The ADE has implemented two strategies to address the shortage area of special education prevalent in high poverty and high minority schools.

- **P.3.1 Master of Arts (MAT) in Special Education**

The revised Policies Governing Educator Preparation Program Approval became effective May 8, 2016. The changes in this version allow Special Education to be added as a licensure area for a Master of Arts in Teaching (MAT) program.

Multiple meetings with Special Education stakeholders were held in 2015 and recommendations were made on best program of study options for this type of program. Two Arkansas universities now have approved programs for K-12 Special Education and Early Childhood/Special Education Integrated B-K that started in Summer 2016. Provisionally licensed Special Education Teachers started entering the classroom in Fall 2016. Two other Institutions of Higher Education (IHEs) are anticipated to submit this academic year. The ADE sent a survey to all IHEs with Special Education programs to gather data about enrollees in all Special Education Programs.

- **P.3.2 Special Education Resource Licensure Area**

New licensure areas for Special Education Resource were added and became effective with the October 2015 Licensure Rules. Seven (7) institutions of higher education currently have approved programs of study for this new licensure area. Data on enrollees is currently being gathered with a survey sent to all Special Education programs.

P.4 Adoption of the 2016 Professional Standards for Educational Leadership (PSEL) (new)



ADE VISION FOR EXCELLENCE IN EDUCATION – Strategies 1.3 and 2.3 (see Appendix D)

The recently developed 2015 PSEL align well with student-focused learning systems. This strategy is strongly connected with promoting excellence in teaching and leading by providing the type of professional learning, avenues for advancement that will support and sustain student-focused learning systems throughout the state.

The ADE, in collaboration with the Professional Licensure Standards Board and education leadership stakeholders, has obtained State Board of Education approval for adopting the 2016 PSEL. A full implementation will require a review of current competencies for education leaders, aligning the new standards with our teacher and leader evaluation systems, and revision of education leader preparation programs. (See Appendix B for the PSEL timeline for implementation.)

The 2015 PSEL were released October 2015. The ten (10) Standards (previously 6), are intended to better reflect the role of educational leaders today, both as building managers and instructional leaders who are working to improve learning for an increasingly diverse group of students. The foci of the refreshed standards are to:

- elevate areas of educational leader work that were once not well understood or deemed less relevant but that research has since shown to contribute to student learning, such as managing change in schools and creating a culture of continuous improvement;
- maintain a clear focus on educational equity for all students;
- have a stronger, clearer emphasis on students and student learning; and
- describe foundational principles of leadership that can help to make sure every child is well-educated and prepared for the 21st century.

(See the NASBE Policy Update, Vol. 23, No. 1, January 2016.)

STRATEGIES ADDRESSING DEVELOPING LEADERSHIP CAPACITY AND SUPPORTING AND RETAINING EFFECTIVE TEACHERS AND LEADERS IN HIGH POVERTY AND HIGH MINORITY SCHOOLS (STRAND “DSR”)

	If	Then	This will address Root Causes most directly related to:	Over time, this will reduce the equity gap(s) in high poverty, high minority schools of ...
Develop, Support, and Retain (DSR)	...administrators of high poverty, high minority schools have the skills to lead and support teachers ...	... they will improve the school culture, teacher assignment processes, and teacher development strategies	Developing Leadership Capacity and Supporting and Retaining Effective Teachers and Leaders	Teacher Attrition Rate
	...teachers in high poverty, high minority schools are given opportunities to lead from the classroom...	... they will be empowered to make a significant contribution to the school as a whole.	Developing Leadership Capacity and Supporting and Retaining Effective Teachers and Leaders	Teacher Attrition Rate

DSR.1 Building Leadership Capacity



ADE VISION FOR EXCELLENCE IN EDUCATION – Strategies 1.2, 1.3, 2.3, and 3.5 (see Appendix D)

The strategies within this strand align with the ADE’s belief, as stated in the Vision for Excellence in Education, that students will meet or exceed their expected individual growth annually when the following are in place:

- *professional learning (Strategies 1.2 and 2.3)*
- *avenues for advancement (Strategy 1.3)*
- *recognition of excellent teachers and leaders (Strategy 1.3)*
- *educators support colleagues in facilitating effective student-focused learning (Strategy 3.5).*

The ADE will support ongoing implementation of a rigorous teacher and leader support and development system; monitor policies and implementation to maintain evaluation accuracy, rigor and fairness and offer continued administrator professional development. The ADE continues its work as outlined in the 2015 EAEE on its strategies for educational leadership development, the Arkansas Leadership Academy, and the School Team Leadership Institute. It has also added some additional strategies to increase leadership capacity for teachers and administrators.

- **DSR.1.2 School Team Leadership Institute**



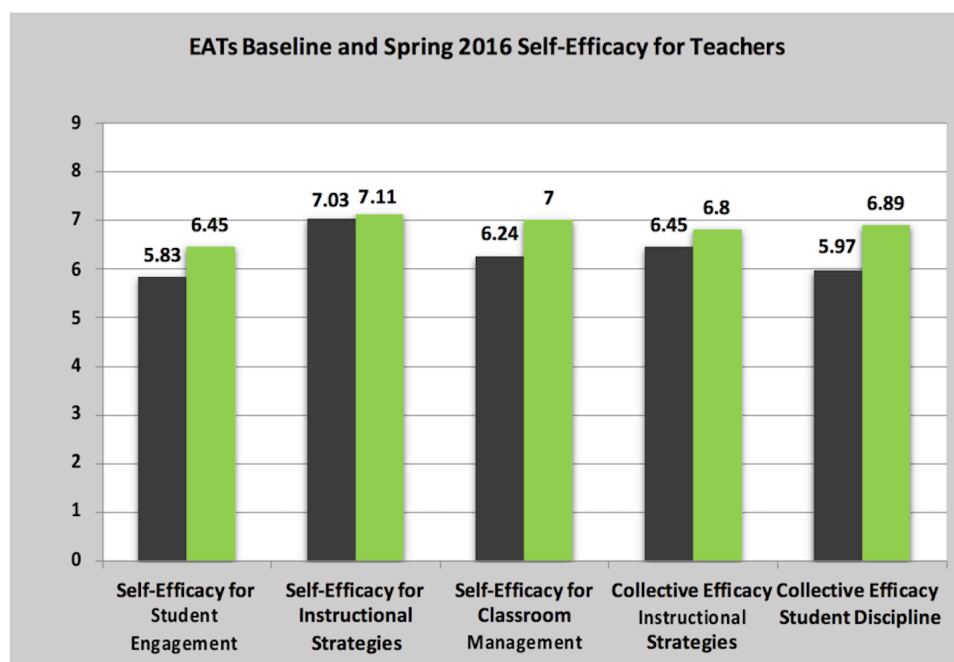
ADE VISION FOR EXCELLENCE IN EDUCATION – Strategies 1.2, 1.3, 2.3, and 3.5 (see Appendix D)

The ADE is sponsoring a total of eight (8) school teams to attend the School Team Leadership Institute with the Arkansas Leadership Academy (ALA). The School Team Leadership Institute now provides for Master Principal level training for the team’s principal in the first year, and the principal and remaining team members meet jointly for the remaining years. They will participate for three years, and then they will become the mentor model school for the new teams.

The teams have completed year one and teacher participant survey results are included on Appendix C. The ALA’s collective interview data with the teams participating in year one show us that the teachers reported higher levels of collective self-efficacy after one full year of participation in the program. Specifically:

- Teachers reported higher levels of efficacy in the classroom
- Teachers reported higher levels of confidence in making leadership decisions
- Teachers reported higher levels of trust with their principals
- Teachers indicated a strong desire to return next year to participate in year 2
- Teachers indicated a strong desire for on-site support by ALA staff
- Teachers were extremely satisfied with the program this year
- Teachers were likely to recommend the institute to their colleagues

Fig. DSR.1.2 School Team Leadership: Teacher Self-Efficacy

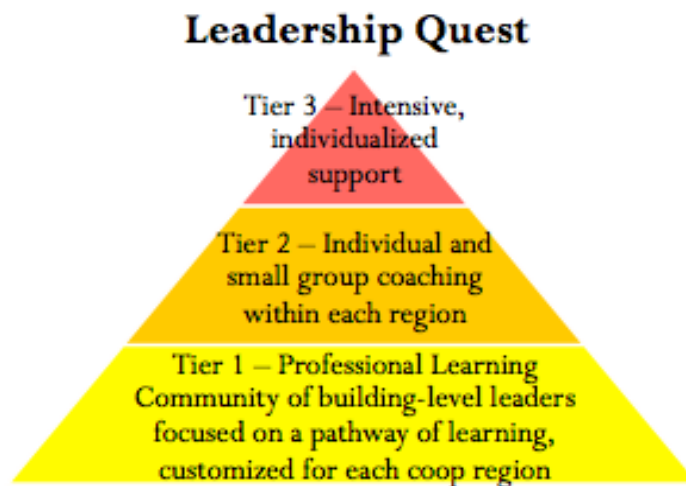


- **DSR.1.4 Leadership Quest (new)**



ADE VISION FOR EXCELLENCE IN EDUCATION – Strategies 1.2, 1.3, 2.3, and 3.5 (see Appendix D)

In 2016, to build the knowledge and skills of building-level instructional leaders across Arkansas, the ADE was awarded a grant through the Southern Regional Education Board (SREB). Grant funds are being used to develop a multi-tiered system of support focused on specific principal needs, customized to five regions of the state, and aligned to Arkansas's Teacher Excellence and Support System (TESS) and Leader Excellence and Development System (LEADS) and other School Improvement work. This opportunity has culminated in Arkansas's Leadership Quest, a unique opportunity for principal leadership, growth and development. Understanding the principal as key to the growth of teachers and ultimately students, the grant activities focus on cultivating instructional leadership in building leaders.



The ADE believes that if the ADE 1) Develops a multi-tiered system of support for instructional leaders; 2) Builds a structure of human capital to provide direct coaching; 3) Collaborates with educational service cooperatives, district leaders, and lead principals to develop and provide supports; and 4) Provides opportunities, structures, and evidence-based resources for the cooperatives to offer personalized professional learning experiences targeting building-level instructional leaders, then participating leaders will acquire the knowledge and skills to implement strategies that develop classroom teachers, distribute leadership, and building school cultures conducive to student learning.

- Each educational service cooperative sponsors one (1) or more of the Quests, depending on the needs of the principals in its service area. Lead principals developed the four Quests and the Journeys within each – not as “sit and get” conferences, but as professional learning communities. The Leadership Quest functions with the following human capital:

Leadership Development Coach: Organizes and links leadership efforts; Oversees work of Support Coaches/Lead Principals; Conducts Research; Assesses current needs

Leadership Support Coaches (6): Represent five regions of the state; Work with schools within region Identify needs based on district/school surveys; Provide focused support based on identified needs

Lead Principals: 26, representing all fifteen (15) education service cooperatives, the APSRC, and Pulaski County school districts
Design and Facilitate Academies

- The Lead Principals began work in April 2016 to develop the Quests. See the video at <https://www.youtube.com/watch?v=05D5aWSvNCc>. A fourth Quest (School Improvement) has been developed through a collaboration of the ADE's Educator Effectiveness and School Improvement Units.



- Technology Support for content management, sharing, and delivery is provided by:
 - Team Digital provides a resource home for the Journeys and support materials for the Lead Principals
 - Micro-credentials - competency-based professional development
 - BloomBoard provides professional development opportunities connected with Quests for principals. Some of the professional development includes:
 - Collections of easily accessible professional development resources for principals

DSR.2 Teacher and Leader Evaluation and Support



ADE VISION FOR EXCELLENCE IN EDUCATION – Strategy 2.3 (see Appendix D)

The ADE believes that when teachers and leaders are supported in their professional growth through professional learning, avenues for advancement, and recognition of excellent teachers and leaders, that educators will support their colleagues in facilitating effective student-focused learning.

The Office of Educator Effectiveness and School Improvement have partnered together to offer support to Priority and Focus Schools and school districts with high poverty or high minority schools under the EAEE Plan. Rather than having schools and districts duplicate their work, we have interactive work sessions across ADE divisions to help them find connections between planning and implementing for School Improvement and documenting evidence based professional practice. A crosswalk between TESS/LEADS data platforms, data required in School Improvement, and Technology Data Support help districts connect services and requirements for practical use in planning. The foundation of this work is data driven to ensure student and teacher growth.

DSR.3 T.E.S.S. and BloomBoard Support



ADE VISION FOR EXCELLENCE IN EDUCATION – Strategy 2.3 (see Appendix D)

The ADE believes that support for teachers and leaders in their own growth through professional learning and reflective evaluations will promote excellence in student-focused learning systems.

The ADE Office of School Improvement, Office of Educator Effectiveness, and Professional Development Unit partnered to support districts with high populations of high poverty and minority students to use data to link professional practice with professional development and growth opportunities and to identify areas of needed improvement for individuals and schools. The original strategy was to provide financial support for four (4) districts with high poverty or high minority schools for up to two (2) years. The ADE is now providing grant funding and human support for a total of twenty-six (26) districts with high poverty or high minority schools. Additionally, ADE staff and specialized consultants work with individual districts on site to support districts in data analysis and targeted professional development based on identified needs.

Section 4. Conclusion

ADE remains committed to the U.S. Department of Education’s goal of ensuring that every student has equitable access to excellent educators. We continue to advance this mission in Arkansas through our ADE Vision for Excellence in Education. This plan, as expected, continues to evolve as we build community support and understanding for this effort. We believe that in refining our theory of action and the targeted strategies within three strands included in the plan, and aligning those strategies with our ADE Vision for Excellence in Education (see Appendix D), the ADE has a well-grounded approach to improving access to effective teachers and leaders for all Arkansas public school students.

APPENDIX A. STAKEHOLDER ENGAGEMENT

A-1 EDUCATOR SHORTAGE AREA PREDICTOR MODEL MEETINGS

DATE	LOCATION	FACILITATOR	ATTENDEES
9/21/2015	Conway School District, Conway, AR	GTL	Lenett Thrasher, Arch Ford Education Service Cooperative; Marilyn Thomas, University of Arkansas CCM; Phillip Young, Arch Ford Education Service Cooperative; Alene Bynum, Russellville School District; State Sen. Jane English; Heather Nixon, Conway School District; Susan DeBoard, Hendrix College; Lei Pinter, Hendrix College; Bill Clements, Conway School District; Sue Farris, Conway School District; Jennifer Pierce, Conway School District; Kerri White, SC3, University of Oklahoma; Samantha Foster, Conway School District; Diann Gathright; Kamela King, Conway School District; Ivy Pfeffer, ADE; Frank Servedio, ADE; Barbara Culpepper, ADE; Joan Luneau, ADE
9/21/2015	Pulaski County Special School District, Little Rock, AR	GTL	Brenda Robinson, Arkansas Education Association; Mike Mertens, Arkansas Association of Education Administrators; Bailey Perkins, Arkansas Advocates for Children and Families; Judy Smith; John Riggs IV, Little Rock School District; Tony Wood, Pulaski County Special School District; Kelly Rodgers, North Little Rock School District; State Representative John Walker; Jerry Guess, Pulaski County Special School District; Shawn Burgess, Pulaski County Special School District; Paula Rawls, Pulaski County Special School District; Kymara Seals, Arkansas Panel; Marvin Burton, Little Rock School District; Diann Gathright; Susan Harriman, ADE; Joan Luneau, ADE
9/22/2015	Wilbur Mills Education Service Cooperative, Beebe, AR	GTL	Diane Barrett, Searcy School District; Arthur Dunn, Bradford School District; Belinda Shook, Badger School District; Jeff Bolden, Walmart; Donnie Lee, Harding University; Jackie Mobley, Regions Bank; Sheila Whitlow, Watson Chapel School District; Suzanne Bailey, Lonoke School District; Barry Farris, Searcy School District; Justin Lawson (banker); Kathy Berryhill, Pangburn School District; Frank Servedio, ADE; Barbara Culpepper, ADE; Cheryl Reinhart, ADE; Wayne Ruthven, ADE; Heather Newsam, ADE
9/23/2015	Jonesboro School District, Jonesboro, AR	GTL	Debbie Smith, Paragould School District; Larry Bennett, Newport School District; Gina Hogue, Arkansas State University; Rick Rorex, Riceland; Tony Thomas, Craighead County; David Eckert; Shannon Lewis, Jonesboro School District; Bryan

DATE	LOCATION	FACILITATOR	ATTENDEES
			Duffie, Westside School District; Jan Ziegler, Black River Tech; Frank Servedio, ADE
10/7/2015	Southeast Education Service Cooperative, Monticello, AR	GTL	Kelvin Graff, Dumas School District; Tracy Streeter, Star City School District; Peggy Doss, University of Arkansas at Monticello; State Senator Eddie Cheatham; Meredith Shirey, Drew Central School District; Joel Brown, Monticello School District; Heather Boykin, Monticello School District; Karen Eoff, Southeast Arkansas Education Service Cooperative; Kim Level, University of Arkansas at Monticello; Rhonda Mullikin, Southeast Arkansas Education Service Cooperative; Tracy Tucker, Hermitage School District; Kim Barnes, Drew Central School District
10/7/2015	Pine Bluff School District, Pine Bluff, AR	ADE	Larry Smith; White Hall School District; Patsy Hughey, Dollarway School District; Doug West, Sheridan School District; Kathy Hopson, Stuttgart School District; Vera Long-Brown, University of Arkansas at Pine Bluff; Kerri Williams, Watson Chapel School District; Barbara Warren, Arkansas River Education Service Cooperative; Yvette White, Pine Bluff School District; Kay Simpson, Arkansas River Education Service Cooperative; State Representative Kenneth Ferguson; Barbara Culpepper, ADE
10/12/2015	Dawson Education Service Cooperative, Arkadelphia, AR	ADE	Celya Taylor, Henderson State University; Judy Harrison, Henderson State University; Nancy Anderson, Cutter Morning Star School District; Shawn Higginbotham, Lake Hamilton School District; Darin Beckwith, Fountain Lake School District; Bruce Orr, Lakeside School District; Sandy Shephard, Bryant School District; Tina Hobbs, Malvern School District; Barbara Culpepper, ADE; Frank Servedio, ADE
10/12/2015	Southwest Arkansas Education Service Cooperative, Hope, AR	ADE	Phoebe Bailey, Southwest Arkansas Education Service Cooperative; Waylon Lewellen, Hope School District; Cindy Lance, UAHT; Rene Corbell, Texarkana School District; Billy _____, Hope School District; Penny Thomason, Hope School District; Heather Newsam, ADE
10/14/2015	Great Rivers Education Service Cooperative, Helena/West Helena, AR	ADE	Jimmy Lou Brandon, Great Rivers Education Service Cooperative; Stacey Caldwell, Clarendon School District; Jon Collins, West Memphis School District; Joyce Cottoms, Marvell School District; John Hoy, Helena/W. Helena School district; Tammy Knowlton, Helena/W. Helena School District; Suzann McCommon, Great Rivers Education Service Cooperative; Willie Murdock, Lee County School District; Evet Starks, Helena/W. Helena School District; Andrew Tolbert, Southeast Arkansas Education Service Cooperative; David

DATE	LOCATION	FACILITATOR	ATTENDEES
			Tollett, Barton-Lexa School District; Patty Smith, Great Rivers Education Service Cooperative ; Lori Forrester, Arkansas State University Mid-South; State Senator, Keith Ingram; Debby King, PCCUA; Adrian Kimbrough; PCDC; Chris Ritchey, Phillips County Chamber of Commerce; Barbara Culpepper, ADE; Frank Servedio, ADE
10/20/2015	South Central Arkansas Education Service Cooperative, Camden, AR	ADE	Teresa Hopkins, Harmony Grove School District; Cheryl Bridges, Camden Fairview School District; Senator Bruce Maloch; Zaidy Mohdzain, Southern Arkansas University; Roger Guevara, Southern Arkansas University ERZ Director; Misty Bounds (parent), Harmony Grove School District; Wendy Tyson (parent), Harmony Grove School District; Marsha Daniel, South Central Arkansas Education Service Cooperative; Albert Snow, Fordyce School District; Shirley Billingly, El Dorado School District; Barbara Culpepper, ADE
10/22/2015	Bentonville School District, Bentonville, AR	ADE	Randy Barrett, Gentry School District; Renee Bradshaw, Gentry School District; Roger Hill, Rogers School District; Elizabeth Lee, Decatur School District; Mike Poore, Bentonville School District; Dena Ross, Bentonville School District; Sherry Stewart, Rogers School District; Rebecca Powers (school board), Bentonville School District; Elizabeth Davis; Barbara Culpepper, ADE; Joan Luneau, ADE
10/22/2015	Fayetteville School District, Fayetteville, AR	ADE	Larry Ben, Greenland School District; Michael Daugherty, University of Arkansas; Shay Hopper, Fayetteville School District; Dan Jordan, Elkins School District; State Sen. Uvalde Lindsey; Lori Linam, Fayetteville School District; Gregory Mones, Fayetteville School District; Paul Hewitt, Fayetteville School District; Chad Scott, Fayetteville School District; Holly Smith, Fayetteville School District; Sara Eichmann (parent), Fayetteville School District; Nika Waitsman (parent), Fayetteville School District; Frank Servedio, ADE; Joan Luneau, ADE; Barbara Culpepper, ADE
10/27/2015	Mountain Home School District, Mountain Home, AR	ADE	Gerald Cooper, North Arkansas Education Service Cooperative; Mindy Williams, Mountain Home School District; Rebecca Camp, Mountain Home School District; Shenna Estes (parent), Mountain Home; Laura Knox, Arkansas State University; Jake Long, Mountain Home School District; Leigh Anne Gigliotti, Mountain Home School District; Marissa Byler, Mountain Home School District; Donald Harris, North Central Arkansas Education Service Cooperative; Frank Servedio, ADE; Barbara Culpepper, ADE

DATE	LOCATION	FACILITATOR	ATTENDEES
5/2/2016	ADE, Little Rock, AR (two sessions)	ADE, SC3, GTL Center, APA Consulting, University of Oklahoma Education Training, Evaluation, Assessment, and Measurement	Marcia Sanders, Northwest Arkansas Education Service Cooperative; Shawn Burgess, Pulaski County Special School District; Kim Fowler, OUR Education Service Cooperative; Dr. Mary Gunter, Arkansas Tech University; Lenett Thrasher, Arch Ford Education Service Cooperative; Monica Morris, Southwest Arkansas Education Service Cooperative; Jimmy Lou Brandon, Great Rivers Education Service Cooperative; Angelia Carlton, Northeast Arkansas Education Service Cooperative; Deb Young, DeQueen/Mena Education Service Cooperative; Cheryl Ziegler, Guy Fenter Education Service Cooperative; Dr. Glenda Ezell, University of Arkansas, Fort Smith; Karen Kay McMahan, South Central Education Service Cooperative; Rhonda Mullikin, Southeast Arkansas Education Service Cooperative; Dr. Donny Lee, Harding University; Tracy Streeter, Star City School District; Reasha Hayes, Western Arkansas Education Service Cooperative; Kerri Williams, Watson Chapel School District; Kerri White, SC3 Lisa Pryor, SC3; Robert Reichardt, APA / SC3; Dana Chambers, GTL Center Tracy Tucker, Hermitage School District Becca Camp, Mountain Home School District; Phoebe Bailey, Southwest Arkansas Education Service Cooperative; Kim Level, University of Arkansas, Monticello; Karli Saracini, North Little Rock School District; Dr. Mary Jane Bradley, Arkansas State University; Jeff Stubblefield, Charleston County School District; Kathy Smith, Walton Foundation; Greg Murray, Conway School District; Kamela King, Conway School District; Marvin Burton, Little Rock School District; Benton Brown, University of Arkansas; Lei Pinter, Hendrix College; John Hoy, Helena-West Helen School District; Ouida Newton, Arkansas Teacher of the Year; Tish Knowles, Crowley's Ridge Education Service Cooperative; Lloyd Sain, Little Rock School District; Mike Mertens, Arkansas Association of Educational Administrators; Kay Simpson, Arkansas River Education Service Cooperative; Brenda Robinson, Arkansas Education Association; Bailey Perkins, Arkansas Advocates for Children and Families; Celya Taylor, Henderson State University; Melissa Jacks, ADE; Barbara Culpepper, ADE; Jamila Ford, ADE; Heather Newsam, ADE; Cheryl Reinhart, ADE; Linda Jenkins, ADE; Sandra Hurst, ADE; Jeff Dyer, ADE; Joan Lundau, ADE; Frank Servedio, ADE; Ivy Pfeffer, ADE

The following summarizes many of the conversations held at these meetings:

Shortages Experienced or Observed by Participants

Focus group participants were asked to share their name, organization, and whether they had observed or experienced an educator shortage in their context. Participants described shortages they had observed or experienced in the following areas:

- Specific student populations (English learners, students with disabilities)
- Specific grade levels – secondary grades in particular
- Geographic area – areas of poverty in rural and urban settings
- Subject area (STEM, foreign language, speech pathologists)
- Hard-to-staff schools (schools with challenging working conditions serving largely low-income populations)
- School leaders
- General shortages across all areas

Perceived Causes of Educator Shortages

When asked about why they believed that these educator shortages existed, participants shared the following general reasons:

- Teachers unprepared, unsupported, or unqualified to handle the role
 - Lack of training to handle high-needs populations, particularly special education
 - Teachers feel pigeon-holed if they have special education credential and will only be hired for that role – wish they could remove the credential from their license
 - Lack of training to manage discipline issues in high-needs schools
 - Lack of support from highly qualified leaders to improve working conditions or prepare them to handle challenging working conditions
 - Lack of quality mentoring or early-years support to help new teachers be successful in their roles
 - Lack of clarity over what makes a “quality” or “effective” teacher or leader – need to more clearly define the dispositions and competencies
- Preparation program quality and communication
 - Preparation programs not producing enough graduates with the needed certifications/specialties (e.g., special education, STEM, secondary)
 - Graduates of preparation programs unable to pass the Praxis exams
 - Preparation programs and districts do not communicate about their needs – programs don’t know (or maybe disregard) what districts need
 - Admissions criteria are not rigorous enough (low quality candidates) but at the same time, there may be too many barriers to entering the profession (opposing forces)
 - Coursework doesn’t prepare graduates for real classroom teaching – lack of training in behavior management
 - Lack of meaningful field experience during preparation program – need the opportunity to really experience and learn in the field as a student teacher or intern before graduation
- Too many barriers to entering the profession –
 - Reciprocity barriers for transferring licensing across state lines
 - Too many degree requirements

- Students in preparation programs are pigeon-holed into certification types early on – should be easier to change specialties or certifications after the initial license is granted, as teachers’ interests and abilities change
- Lack of awareness/promotion of alternative certification pathways
- Job generally too challenging and stressful
 - Too much administrative burden from excessive policy or reform initiatives (e.g., Common Core, teacher evaluation)
 - Special education teachers have too much paperwork to meet legal requirements
 - Too much accountability pressure for test scores
 - Lack of work/life balance – teaching is not just a 9-5 job and demands too much for too little compensation (paperwork, grading, lesson planning, calling parents)
 - With technology, some teachers are answering emails from parents and teachers all day and night – expected to be available 24/7
- Job not seen as attractive/status issues
 - No one is promoting the profession of teaching to young people – although some noted that the Teacher Cadet program is promising in this area
 - Lack of respect for the profession/poorly represented in the media
 - Lack of respect for teachers by students
 - Low salary – overall for the profession compared to other entry-level roles, and also lower in some areas vs. others (e.g., rural vs. urban districts)
 - Those qualified to teach STEM could be more successful/better compensated in other jobs with that skillset
- Geography
 - Family or spouse relocation for job or other reason
 - Commute to rural schools is too far and takes too long
 - Teachers get jobs in rural schools to start off (easier to find) and then wait for openings in their local district and leave
 - Unappealing to live in rural areas – no social appeal, no jobs for spouses, no community amenities or resources

Trends in Educator Shortages Over Time

Participants were asked if they believed the shortages had remained consistent or changed over time.

- Generally, participants felt that the change had happened gradually over time, and was worsening over time in recent years.
- Some noted an increase in retirements (recent and upcoming).
- Others referenced back to the declining preparation program enrollment trends shared by ADE in the introductory slides.
- Others noted that the image of teachers in the media has been increasingly negative in recent years and fed this recent shortage trend.

Data Stakeholders Currently Use to Make Educator Pipeline Decisions

Participants were asked, in their position or role to comment on, *what types of data they currently use to inform educator pipeline decisions*, for example preparation, recruitment, hiring, compensation, or other decisions related to retention of educators, and the strengths and limitations of these data. In many instances, participants struggled to provide specific answers to this question, instead returning to the perceived types of shortages and reasons for these shortages. Some respondents indicated they use the following types of data to inform talent pipeline planning:

- Student enrollment projections

- Preparation program projected graduate lists, including certification type (in most cases, seeking these data out purposefully from individual preparation programs)
- Official retirement announcements, or rumors of retirement
- Official resignations, or rumors of teachers that were leaving

Generally, respondents did not indicate that they have a systematic or proactive approach to projecting vacancies or shortages beyond the forthcoming school year. The effort districts expend planning and recruiting varied by districts, with some districts working on securing teachers throughout the year while others are more reactive and focused on recruitment during the late spring through fall.

Data Stakeholders Would Like to Use to Make Educator Pipeline Decisions

Participants were also asked *what types of data or information they would find valuable in supporting educator pipeline decisions*. With some prompting, participants identified several types of information they felt would be useful in informing preparation, recruitment, retention, and compensation decisions.

- Preparation Program Candidate/Graduate Data
 - A sortable database of enrolled candidates and projected graduates of all preparation programs in the region, including certification type, gender, age, and possibly additional “screening” data on disposition or willingness to relocate
 - Access to this information on a website – it would change over time and be fluid
 - Data on where graduates from preparation programs are placed, and how long they stay there
- Survey or Interview Data of Current, Prospective, or Former Teachers
 - Exit interview data on high school graduates related to how they chose their college/career path (e.g., Why did you choose teaching vs. why did you not choose teaching?)
 - Exit interview data from teachers that leave the profession (e.g., Why did you leave? What might have made you stay?)
 - *Can this be required to receive last paycheck?*
 - Exit interview data from graduates of preparation programs (e.g., Why did you chose your focus or certification area? Why did you decide to teach or not to teach after graduation? Were you able to find a job?)
 - *Can this be required to receive license or degree?*
 - Survey data of current and former teachers to understand why they chose to stay or leave the profession
- Projections of teacher attrition, retirement, and graduation from preparation programs, in the short and long term
- Projections of shortages by subject area, student population, co-op/district, grade-level, in the short and long term

Participants noted that these data are not generally available – and that to obtain data from preparation programs, they typically sought it out by calling particular programs and requesting lists of graduates.

How Would Educator Shortage Data Be Used?

Equally important is considering how the information will be used, and how the data will help inform decisions about creating and sustaining an effective pipeline of talented teachers. The data need to be presented in a way that is user-friendly to the audience and will enable interpretations of the data that inform this planning and decision-making. The facilitator explained to participants that there may be several audiences for these data –

- Policymakers may review these data to inform resource allocation and policy development.
- Preparation programs may review these data to inform programmatic or curriculum planning, and recruit, admit, or counsel candidates about specialization and career decisions that align with state need.
- Prospective teachers and current teachers may review these data to plan their careers.
- Districts will review these data to inform preparation program collaboration and talent pipeline decisions related to recruitment, hiring and placement, retention, and compensation decisions.

Ideal Format for Educator Shortage Predictor Data/Information

Participants were asked what types of report formats would make these data useable, and whether there are different formats that would be useful to different end-users. Participants expressed a number of different types of formats that may be useful, including:

- A comprehensive database or spreadsheet that is sortable by different variables for district leaders and HR decision-makers
- A report that interprets the data and points to trends
- Not in an email
- An in-person delivery of the information, either to the community (e.g., a town hall or open house describing the nature of the issue and strategies to address the issue) or with recruitment fairs or information sessions to prospective and current teachers
- One well-received proposal for delivering the information was to put a structure in place for districts and preparation programs to meet regularly across the school year to share information on preparation enrollment and graduation trends and district teacher needs. Participants expressed that they would like to see a more purposeful communication between the districts and preparation programs to inform planning, recruitment, and hiring decisions for districts and for preparation programs.

APPENDIX A. STAKEHOLDER ENGAGEMENT

A-2 EQUITABLE ACCESS UPDATES

DATE	STAKEHOLDER GROUP	TOPIC
6/5/2015	Professional Licensure Standards Board	EA Updates
7/27/2015	AAEA	EA Updates
8/4/2015	AAEA	EA Updates
9/3/2015	TEAC	EA Updates
9/4/2015	Professional Licensure Standards Board	EA Updates
9/30/2015	ADE Annual Meeting with Arkansas Academic Deans and Licensure Officers	EA Updates
12/4/2015	Professional Licensure Standards Board	EA Updates
12/11/2015	State Board of Education	Certified Teaching Assistant career pathway
3/2/2016	Henderson State University	EA Updates
3/4/2016	Professional Licensure Standards Board	EA Updates
3/9/2016	Dawson Education Service Cooperative	EA Updates
4/18/2016	ARPEA, Harding University	EA Updates
5/6/2016	ArkASPA / AAEA	EA Updates
5/13/2016	State Board of Education	EA Strategy for Teacher and Principal Leadership
5/20/2016	Arkansas Association of Colleges for Teacher Education – Council of Education Deans	Educator Shortage Predictor Model
7/15/2016	Arkansas Association of Colleges for Teacher Education – Council of Education Deans	Adoption of PSEL Leadership Standards
7/27/2016	North Little Rock School District Administrator Summit	EA Updates
8/2/2016	AAEA	EA Updates
8/3/2016	ArkASPA / AAEA	EA Updates
9/9/2016	State Board of Education	Leadership Quest
9/14/2016	ArkASPA Fall Boot Camp	EA Updates
9/15/2016	ADE Special Education Supervisor's Academy	EA Updates
9/29/2016	SC3 Webinar	EA Updates

APPENDIX B

PROPOSED TIMELINE FOR 2015 PSEL IMPLEMENTATION

Date	Higher Education	LEADS
Summer 2016		PSEL and LEADS crosswalk created
2016-17 SY	Revision of State Competencies (fall); State Competencies Published (spring)	LEADS crosswalk with PSEL published
Summer 2017		Revision of LEADS rubric begins; Mentoring revisions considered
2017-18 SY	Program Revisions	Revision work continues
Summer 2018		Training on new LEADS rubric; Mentoring changes refined
2018-19 SY	Program Approvals	Revised LEADS rubric available to Schools to Use- optional implementation; continued training on revised rubric
Summer 2019		Training on revised LEADS rubric for required implementation; Mentoring updates- new tool
2019-2020 SY	Revised Programs Implemented	Revised LEADS rubric required for implementation

APPENDIX C

DSR.1.2 SCHOOL TEAM LEADERSHIP INSTITUTE

SURVEY RESULTS

	Highly Impactful to My Learning	Very Impactful to My Learning	Somewhat Impactful to My Learning	Very Little Impact to My Learning	Not At All Impactful to My Learning
Institute Facilitators	95.8%	4.2%	0%	0%	0%
Year One Sessions			0%	0%	0%
• North, South, East, West Compass Points	95.8%	4.2%	0%	0%	0%
• Group discussion/reflection about what we remember from TLI	83.3%	8.3%	8.3%	0%	0%
• Flipping Fears & Hope Statements	52.5%	37.5%		0%	0%
• Review of Teacher Leadership Skills Framework	66.7%	20.8%	8.3%	0%	4.2%
• Creating our Teacher Leader Utopia	79.2%	16.7%	4.2%	0%	0%
• Reflection/Scoring myself on the Teacher Leadership Skills Self-Assessment	50.0%	33.3%	8.3%	8.3%	0%
• Article/Group Activity - "Nurture Human Talents"	62.5%	29.2%	8.3%	0%	0%

Comments:

How has this session supported your development as a teacher leader?

It is always a good reminder of the work I need to keep doing. Reassurance, refresher, new tools and ideas

This has brought our group together in needed ways.

I was able to focus more on specific things I can do as a leader at my school.

This session has supported my development as a teacher leader because I was able to see my weak areas and what I need to improve in. It has also refueled the fire that was lit last session. I am eager to go back to my school and work with my co-workers.

It has given me a better view of my strengths and weaknesses in collaboration.

This session has been wonderful in refocusing me for the new school year and reinforcing previously taught content that I can begin applying as soon as I return.

I better understand my role as a teacher leader and I am ready to work with other teachers in my school. It also made me think about areas that I need to work on to become a better teacher leader.

Good team building.

I feel as though it has not only reignited the fire and passion that I have for my colleagues, but also in really giving me

Comments:

an opportunity to reflect on and revisit many of the great skills I learned in TLI year one. It was a great way to continue and build on the things that I already brought in my cognitive backpack.

I feel a lot better and like I understand TLI 1 more by having a 2nd year. I've had a lot of Ah Has about things that I really just don't think I understood during year 1.

My view of myself as a teacher leader is becoming more and more clear....

The support from this session has given us a strong foundation. We actually decided on something that we can implement to help improve our campus. I am excited about that. This is the first time ever that we are going to take what we have learned and implement it to make a difference in the culture of our school. Looking forward to seeing great things come from this.

Given us great ideas to take back to our school! Helped us collaborate as a team!

This session has supported my development as a teacher leader because it has given me some tools and strategies to use as a leader to help others in my school. It made me come up with a plan that we are to complete in order to work towards some common goals as a school as well as a district.

It has help bring what I learned from TLI and begin to implement task in my school. It also has given me the beginning steps to start the process and talk with teachers from my school on our next steps. Enjoyed the protected work time with my school and other schools.

I feel that I can attack the role as teacher leader better than this time last year. I have grown in the area of not being afraid to take initiative and be the voice that promotes change in our building; empowering other to jump aboard for the betterment of ALL!

This session gave me an opportunity to go back and review what we learned in TLI and to sit down with my campus team and devise a plan to go back and implement that will make our school a better place and help us to become more effective teacher leaders.

During the first year, I felt so saturated with information that it was overwhelming. This year, we are already speaking a common language with last year's resources, so it's so much more enriching. Also, working with my team has been a great experience because we were separate last year (which was great), but it's been very interesting working with my team and each of their own perspectives.

I have loved getting this protected time with my coworkers and using it to find out the strengths that we each have and how each of us are in terms of group work.

I feel like this session has brought my thinking back around to where I was before. Also, I felt like an island before coming back collectively with my team. We are leaving here with a team plan in place and I am so grateful that we have had this time to rebuild our vision and problem solve. I believe that most people learn by doing. Last year we did a lot. This year has been difficult to follow through, we have but resistance is tough.

Having a team all with the same agenda headed back to school is so comforting.

Something I'm unclear about/need more support:

Just support on how to bring back ideas and dreams without stepping on toes. Nothing at this time.

I'm interested in learning more about tools and skills needed to facilitate adult learning sessions as I have been asked to do some of those this year.

I felt everything was great. Lots of time to reflect and think about how to apply what we were doing to our school setting.

I still would like to what is the common goal for us within our district. Are we going to learn how to address certain issues and concerns with our top administrators? Maybe even the two schools in our district get together and go forward.

Beginning the steps to bring it to the negative staff members. My role/ duties as a TLI participant in my building.

Comments:

I think working with adult learners would be very helpful

How to be less southern....?

Anything else you would like us to know about your Session 1 experience?

It was awesome!

Love the small group and the informality. Enjoyed the more relaxed atmosphere.

This was a wonderful experience. I really enjoyed learning about cognitive capital and reviewing and reinforcing the 7 Norms of Collaboration.

I am an "East" person so yr 2 has been wonderful for me. It has allowed me time to process how to best meet the needs and problems facing my school. I am ready to tackle them with the help of other members of my team.

I loved it

I appreciate the opportunity to have a safe space to work with like-minded individuals and more importantly the time to really work and problem solve with my school team.

It was great. The unstructured time and think time with our own school was exactly what we needed!

Truthfully speaking, this session felt the most genuine and authentic of all the sessions over the past year. Additionally, giving flexibility on the final task of the day was awesome (being able to complete it before or after dinner). I think many liked not having to reconvene after dinner [but didn't want to say :)].

I wasn't sure what to expect. I thought what can we possibly do the second year. The session was beyond my expectations. When I see how things begin to connect and the reason for this and that, you have my attention. Thank you.

Really tied everything in from last year & allowed to make plans to put into action!!!! Great job! Thank you?

Enjoyed how the schedule was more relaxed. We had time to talk as a school and whole group. It was slower paced with allowed for thinking and planning time for when we go back to our schools. Also enjoyed getting to work with my group on projects outside of the hall, yet here so we had protected time to accomplish our goals and think deeper on our next steps.

All was well!

I loved the small group and flexibility! I feel like I didn't get to talk much to Amanda or Jackie during TLI and I felt like we had that opportunity this time which was very helpful.

GREAT AND REWARDING. The whole experience with TLI has been the most beneficial and influential training I have experienced.

I have loved every minute of this session. I loved getting to hear from other schools and see what they are currently experiencing to know that several schools are going through the same things; and to hear their "how might we's" was awesome!

I can't imagine completing year 1 and not having this opportunity. This has been so valuable. I feel I understand the importance of a collective groups work after being here. This has been so beneficial. The smaller group and laid back atmosphere, I think has really made us work harder. We were more in charge and owners of our learning. That has been powerful. We've grown in just 2 days. I cannot wait to see how we continue to grow through this year. I loved the fair ride activity.... We really had to break down our thoughts to parts.

APPENDIX D



ADE VISION FOR EXCELLENCE IN EDUCATION

Website:

<http://www.arkansased.gov/about-ade/vision-for-excellence-in-education>

Vision:

The Arkansas Department of Education is transforming Arkansas to lead the nation in student-focused education.

Mission:

The Arkansas Department of Education provides leadership, support, and service to schools, districts, and communities so every student graduates prepared for college, career, and community engagement.

Values:

1. Leadership

- a. Striving to be a model of excellence that is dedicated to professional and ethical standards, the whole child, and effective results.
- b. Driving action toward excellence through informed risk-taking.
- c. Protecting the public trust by ensuring quality and accountability

2. Support

- a. Collaborating with others through mutual respect, trust, and professionalism.
- b. Communicating in an open, honest, and transparent manner.
- c. Fostering new ideas and promoting effective practices.

3. Service

- a. Providing quality service in a respectful, effective, and professional manner.
- b. Administering agency programs and services with integrity, honesty, and transparency.
- c. Leveraging state resources in a wise, efficient, and productive manner.

Goals:

1. Each student will meet or exceed readiness benchmarks along pathways to graduate prepared for college, career, and community engagement.

Strategies Under this Goal that Align with EAEE Plan:

Strategy 1.1 - We believe that when ADE advocates for policies and provides guidance to enable student-focused learning systems, and educators implement student-focused learning systems, then students will meet or exceed readiness benchmarks along pathways to graduate prepared for college, career, and community engagement.

Strategy 1.2 - We believe that when ADE provides quality learning standards and implementation support for student-focused learning systems, and educators implement student-focused learning systems, then students will meet or exceed readiness benchmarks along pathways to graduate prepared for college, career, and community engagement.

- Strategy 1.3** – We believe that when ADE provides multiple certification pathways and avenues for advancement to promote excellence in teaching and leading, and educators recruit, support, and retain excellent teachers and leaders, then students will meet or exceed readiness benchmarks along pathways to graduate prepared for college, career, and community engagement.
2. Each student will meet or exceed his/her expected individual growth annually.
- Strategy 2.2** - We believe when ADE develops aligned data collection and reporting tools to support the use of growth measures, and educators use data to provide appropriate support, then students will meet or exceed expected individual growth annually.
- Strategy 2.3** - We believe when ADE provides professional learning, avenues for advancement, and recognition of excellent teachers and leaders, and educators support their colleagues in facilitating effective student-focused learning, then students will meet or exceed their expected individual growth annually.
- Strategy 2.4** - We believe when ADE rewards, supports, and intervenes in districts and/or schools through a flexible comprehensive state accountability system that includes growth measures, and educators implement strategies to close achievement gaps and accelerate learning, then students will meet or exceed their expected individual growth annually.
3. Each student will develop and apply personal competencies that foster learning, community engagement, and success in life.
- Strategy 3.5** – We believe when ADE provides professional learning on the development of personal competencies and recognizes excellent teachers and leaders in integrating personal competencies into learning, and educators support their colleagues in integrating personal competencies in student-focused learning systems, then students will develop and apply personal competencies that promote learning and success in life.
4. Each student will be actively engaged in college, career preparation, military service, and/or competitive employment one year after graduation.
5. The Arkansas Department of Education will build the capacity of each team member to provide efficient and effective customer service that benefits students, respects taxpayers, and serves stakeholders.
- Strategy 5.1** – We believe that when ADE participates in open lines of multi-way communication, and team members and other stakeholders provide ongoing feedback that builds a culture focused on the ADE vision and mission, then students, taxpayers, and all stakeholders will benefit from the work of the agency.
- Strategy 5.2** - We believe that when ADE disseminates timely and accurate information, and team members and other stakeholders have the information to interact with mutual trust and respect, then students, taxpayers, and all stakeholders will benefit from the work of the agency.